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ABSTRACT

In response to state legislation and a statewide strategic plan that included a recommendation for quality standards and accountability defined as measurable goals and conditions, model standards for California English-as-a-Second-Language (ESL) adult education programs were established. This document describes general standards, defines language proficiency level, and identifies possible tests for measuring the language proficiency of adults in the California ESL programs. The language proficiency levels are sequenced from ESL beginning literacy through advanced-high. The descriptions included in the ESL model standards reflect current thinking about developmental stages in second-language acquisition and the nature of communicative competence. They distinguish different levels of language proficiency based on content, language functions, and language forms as well as listening, speaking, reading, and writing skills. The contents of this guide are as follows: (1) general standards (program, curricular, instructional, and standards for student evaluation); (2) levels of language proficiency (descriptions of proficiency levels, descriptions of course content, and sample lessons); and (3) ESL testing (general standards, testing materials, selected references). Appended are additional information on levels of language proficiency, general nature of instruction by ESL proficiency level, language skills objectives by ESL proficiency level, language functions by ESL proficiency level, and language forms by ESL proficiency level. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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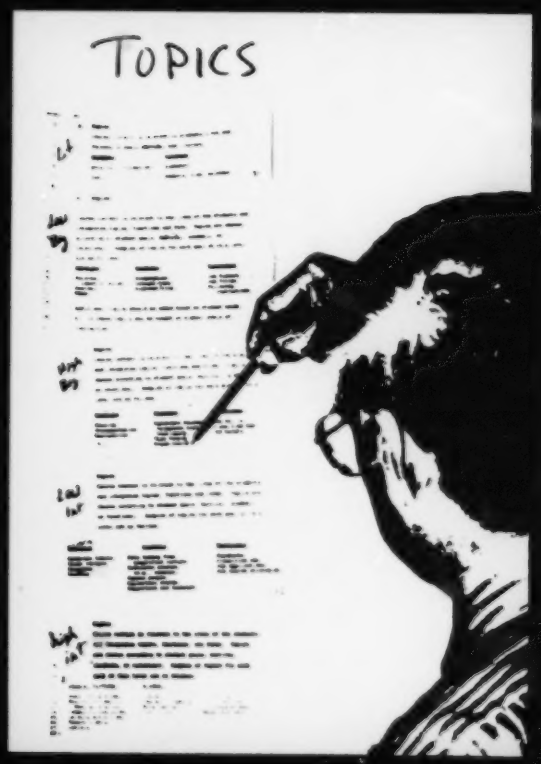
English-as-a-Second-Language Model Standards for Adult Education Programs



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English-as-a-Second-Language

Model Standards for Adult Education Programs

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Preface

In response to legislation enacted in 1983, moves were begun toward improvements in curriculum and staff training in public elementary schools and high schools in California. Adult education programs were not targeted in the early stages of the educational reform movement, but in 1988, the state superintendent of public instruction established an adult education advisory committee.

The result of the advisory committee's research and deliberations is a report entitled *Adult Education for the 21st Century: Strategic Plan to Meet California's Long-term Adult Education Needs.*

The report contains a key recommendation for the development of quality standards and performance measures to guide the development of programs and evaluate their success. The recommendation states: ". . . quality standards and accountability must be defined as measurable goals and conditions. If there are no standard measures of program success or failure, there is no common and acceptable way to document performance."[1] The report adds that program quality standards are to apply to open-entry and open-exit, traditional, and nontraditional conditions. The quality standards should "establish guidelines for excellence and criteria for funding incentives."[2]

The criteria established in the *Strategic Plan* form the basis of *English-as-a-Second-Language Model Standards for Adult Education Programs.* This document describes general standards, defines language proficiency levels, and identifies possible tests for measuring language proficiency. The language proficiency levels are sequenced from ESL beginning literacy through advanced—high.

The descriptions of language proficiency that are included in the *ESL Model Standards for Adult Education Programs* reflect current thinking about developmental stages in second-language acquisition and the nature of communicative competence. The descriptions distinguish different levels of language proficiency based on content, language functions, and language forms as well as listening, speaking, reading, and writing skills.

The goals of the *ESL Model Standards for Adult Education Programs* are to enrich the curriculum and validate the successes of existing programs. The *Model Standards* reflect the strongest consensus about English-language acquisition and proficiency among adult education professionals in the field of second-language learning and teaching.

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[1] *Adult Education for the 21st Century: Strategic Plan to Meet California's Long-term Adult Education Needs* (1989 Edition). Sacramento: California Department of Education, 1989, p. 74.
[2] Ibid., p. 75.

Acknowledgments

English-as-a-Second-Language Model Standards for Adult Education Programs was developed by a field-based ESL curriculum committee, which served in an advisory capacity to the Adult Education Unit of the California Department of Education.

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Introduction

The mission of English-as-a-second-language (ESL) programs for adults in California is to equip students with the language and cultural proficiencies required for the eventual fulfillment of personal, vocational, academic, and citizenship goals so that they may participate fully in American society. The purpose of this document is to assist administrators and instructors in providing programs that achieve this mission. It provides them with standards for English-as-a-second-language programs in adult schools.

The standards in this document were validated through a field review process. They will help administrators and instructors organize ESL classes in an articulated sequence from ESL beginning literacy through advanced; assess and place students in appropriate levels of instruction; choose textbooks and teaching techniques; and evaluate the effectiveness of their ESL curricula and programs.

The instruction promoted in this document is communication-based. That is, students are engaged in purposeful *use* of the language rather than learning *about* the language. Students can use the skills gained from such an articulated sequence to achieve basic life needs; enhance employment and career opportunities; pursue further academic studies; and increase their ability to function in English at high cognitive levels. Such results can further students' self-worth and help them contribute to their communities.

The key objectives for adult education programs in English as a second language are to:

- Provide learning environments that foster low anxiety levels, thus enhancing the development of language fluency and self-esteem of the learners.
- Integrate language acquisition with relevant life experiences stressing the importance of critical thinking, problem solving, and self-sufficiency.
- Use language proficiency levels for assessing the major accomplishments of the students.
- Develop students' receptive English-language skills of listening and reading comprehension.
- Develop students' productive English-language skills of speaking and writing.
- Provide speakers with the ability to use English that is accurate and appropriate in a variety of academic and nonacademic settings.

Organization

English-as-a-Second-Language Model Standards for Adult Education Programs is divided into the following sections:

1. *General Standards,* which describes program standards for curriculum, instruction, and student evaluation, as well as standards in each of the specific areas
2. *Levels of Language Proficiency,* which describes seven major levels, from ESL beginning literacy through advanced—high
3. *ESL Testing,* which describes standards for adult second-language testing and provides a bibliography of tests and references about testing

A graphic representation of the organization and content of this document is depicted in Figure 1.

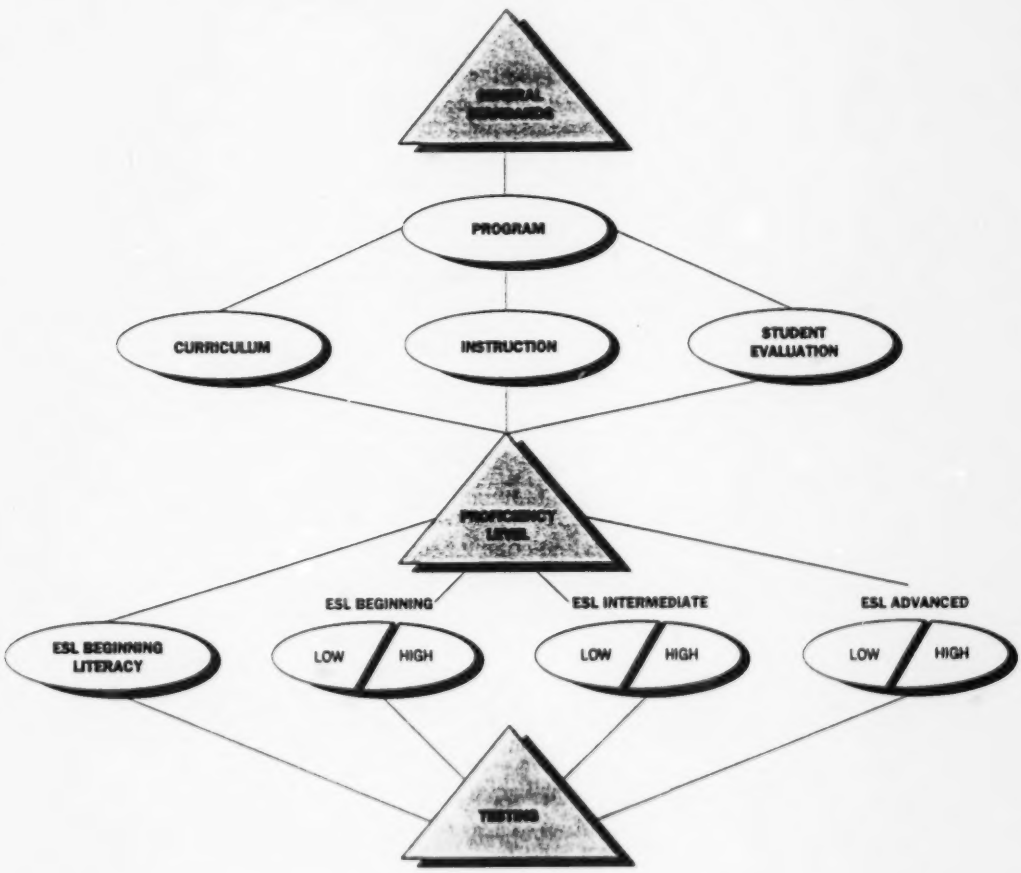

Figure 1: Organization and Content

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General Standards

This section is divided into the following parts:

1. Program standards
2. Curricular standards
3. Instructional standards
4. Standards for student evaluation

Representative examples of each standard are included. These examples are meant to illustrate a range of possibilities for the standards; they are not meant to be complete lessons.

Program Standards

Program Standard 1

The program has an articulated sequence of ESL courses from ESL beginning literacy through ESL advanced—high level. The variables for this standard are the number of students served and the number of sites used for classes.

Representative examples for this standard:

- Programs with a large number of students provide multiple classes at the same time at a single site. These programs provide one or more classes for each proficiency level for which there are students (one class for ESL beginning literacy, one class for ESL beginning—low, one class for ESL beginning—high, and so on).
- Programs with a small number of students offer only a few classes at the same time at a single site. These programs provide classes which cover the range of proficiency levels, but each class serves students of more than one proficiency level. For example, at a site where there are only three classes, one class may serve students at the ESL beginning literacy level; another class may serve students at the beginning—low, beginning—high, and intermediate—low levels; and a third class may serve students at the intermediate—high, advanced—low, and advanced—high levels.
- Programs with few students at the same time at a single site offer only one multilevel class. These programs group students by proficiency levels within that class in order to meet the needs of students at different levels of language proficiency.
- Programs with multiple sites, some with large numbers of students and some with small numbers of students, may offer single-level classes at some sites and multilevel classes at other sites.

Program Standard 2

The program has a curriculum, including learning objectives, for each course in the articulated sequence. The variables for this standard are the relative emphases on language focus and informational content.

Representative examples for this standard:

- The sequence is articulated in terms of language focus. Examples of course objectives include the following:
  - *Language functions:* For the beginning level, to identify or give information; for the intermediate level, to explain; for the advanced level, to paraphrase.
  - *Grammatical forms:* For the beginning level, to answer "what" questions (for example, "What is your name?"); for the intermediate level, to produce adverbial clauses ("When the telephone rings, answer it."); for the advanced level, to make conditional statements ("If he were offered the job, he would take it.")
- The sequence is articulated in terms of informational content. Examples of course objectives include the following:
  - *Life skills:* For the beginning level, to request change; for the intermediate level, to correct someone when that person gives incorrect change.
  - *Vocational skills:* For the beginning level, to repeat directions in order to confirm them; for the intermediate level, to respond to vague or incomplete directions by asking questions in order to get additional information.
  - *Academic skills:* For the intermediate level, to take notes on a short lecture supported by visuals on the chalkboard; for the advanced level, to take notes on a lecture delivered with transitions between major sections but without repetition of key points and without support of visuals on the chalkboard.
- The sequence is articulated by integrating language focus and informational content. An intermediate-level objective might be to provide excuses for missing school or work using "because" clauses.

Program Standard 3

The program uses multiple measures to assess students' language proficiencies for placement and promotion in courses at the appropriate proficiency levels. The variables for this standard are the ability levels of students in their primary languages as well as in English.

Representative examples for this standard:

- Students demonstrate no writing or reading ability in their primary languages and show no ability whatsoever in English. For example, students are unable to read aloud a simple story in their own languages, cannot complete personal information forms in their own languages, and require translators to help answer basic questions on personal information, such as "What is your name?" and "Where are you from?" as well

as to fill out forms at registration. These students are placed at the ESL beginning literacy level.

- Students demonstrate literacy skills in their primary languages but little ability in English. Such students can read a simple story aloud in their own languages and can complete personal information forms in their own languages but respond to questions about basic personal information asked in English in one or two words, hesitantly, haltingly, and incorrectly. (Question: "Where are you from?" Answer: "1954"). These students are placed in beginning-level courses.
- Students demonstrate some ability in English. For example, students can respond correctly to questions about basic personal information asked in English, without much hesitation and with more than one or two words. These students receive appropriate language proficiency assessments to place them at the appropriate ESL levels. Depending on the types of classes in which they will enroll, placement testing could include some combination of the following: a short oral interview, a short writing test, a listening test, a reading test, or a grammar test.
- Students have completed one ESL course. These students are given exit-level or entrance-level tests to assist the teacher in determining whether they should be promoted to the next level.

Curricular Standards

Curricular Standard 1

The curriculum is focused on meeting students' needs as determined by assessments of students' language proficiencies, goals, and interests.

Representative examples for this standard:

- Students at the same level of language proficiency have different goals and interests. In such classes the curriculum is varied to address their differing goals and interests. For example, students who have vocational goals complete an exercise on the Help Wanted section of the classified ads in newspapers, while other students complete an exercise on a different section of the classified ads.
- Students are at different levels of language proficiency. In these classes curriculum is varied to address several proficiency levels. For example, higher level students generate their own dialogues on getting repairs made in a house, while lower level students in the same class practice a model dialogue on the same topic.
- Students at the same level of language proficiency also have the same goals and interests. In these classes curriculum is focused on the common goal. Examples of common goals and appropriate topics include the following:
  - English skills for basic survival in the community: Parenting, schooling, banking, shopping, transportation, and community resources
  - English skills for employment purposes: Expectations of the workplace, employees' rights and responsibilities, unions, labor laws, health and safety laws, benefits, and promotions
  - English skills for academic purposes: Specific historical events, significant literature, and scientific experiments

Curricular Standard 2

ESL instruction integrates language components—vocabulary, grammatical structures, language functions, pronunciation—in units on topics that are important to the students.

Representative examples for this standard:

- An ESL beginning literacy class in a unit on family. The vocabulary taught may be terms for family relationships (mother, son, and so on); there may be no grammatical focus; and the language function may be to identify relatives.
- A beginning class in a unit on transportation. The vocabulary taught may be names of buildings (post office, supermarket); the grammatical focus may be prepositions of location (next to, between, across from) and command forms of verbs (turn right, go straight); and the language function may be to give and get information in the context of giving directions.
- An intermediate/advanced class in a unit on employment. The vocabulary taught may be terminology found on a job application form; the grammatical focus may be the present perfect tense to describe one's job experience in a job interview situation; and the language function may be to give information about self.
- An academic-preparation course in a unit on comparing cultures. The vocabulary taught may relate to a celebration (marriage, funeral); the grammatical focus may be comparatives and superlatives; and the language function may be to explain or describe.

Curricular Standard 3

In the design of curriculum, students' levels of literacy skills—whether in their primary languages or English—are an essential consideration.

Representative examples for this standard:

- Large numbers of students from the same language background lack literacy skills in their primary language. In programs which serve these students, the curriculum may:
  - Provide for the development of literacy skills in the primary language to accelerate the acquisition of English-language literacy.
  - Incorporate a component which uses the primary language as one medium of instruction in an ESL class.
- Students from different language backgrounds lack literacy skills in their primary languages. In programs which serve these students, the curriculum may:
  - Provide for the development of English-language literacy, using written materials to which students have been introduced aurally/orally.
  - Provide for the development of primary-language literacy as a supplement to regular ESL instruction by using peer tutors or bilingual aides or by collaborating with other agencies.
- Students are fluent speakers of English but lack skills in reading and writing it. In classes for these students, the curriculum provides for the development of literacy skills as well as continued development of oral skills through:

- Printed instructional materials designed to appeal to nonreaders
- Increased instructional time for the development of reading and writing skills to close the gap between students' literacy and aural/oral skills.

- Students whose literacy skills are in languages written in a non-Roman alphabet. In classes for these students, the curriculum provides for the development of skills in the Roman alphabet.

Instructional Standards

Instructional Standard 1

Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.

Representative examples of this standard:

- Students work with vocabulary related to ingredients on food labels. Students read labels and divide foods into two groups, producing one list of artificial ingredients and one list of natural ingredients. Students then compare their groupings with those generated by other students in the class. They discuss their findings and select the products they prefer.
- Students interview other students to get information for interpreting a bus schedule. The students must listen to each other to get the data they need to complete their schedules. After they have filled in the blank sections on their schedules, the students write sentences about the departures and arrivals of buses at certain locations.
- Students interview other students to get information for interpreting a chart on the prices of similar items at different grocery stores. The students listen for the price data they need to complete their charts and then write sentences in which they compare the prices of items at different stores.

Instructional Standard 2

Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.

Representative examples for this standard:

- Students interview classmates to get information about each other. Interviews focus on topics such as likes and dislikes, family members, and native countries.
- Students work together in small groups, each group working with different information. Students then regroup to complete a task which requires information from each of the small groups.

Instructional Standard 3

Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.

Representative examples for this standard:

- Students use a play telephone to role-play calling 911 to report an emergency.

- After practice in pairs responding to "what" questions, students accurately complete simple forms designed to elicit personal information.
- Students ask and answer questions about an important person from history, prompted by a time line about key events in the life of that person.
- Students identify and discuss solutions to a problem of current relevance—what individuals can do to conserve water during a drought, for example.

Instructional Standard 4

Instruction focuses on the development of the receptive skills (listening and reading) before development of the productive skills (speaking and writing).

Representative examples for this standard:

- Listening before speaking
  - Students listen to several short conversations in which one person introduces himself or herself to another. During the listening, they identify different ways of addressing people (Mr., Mrs., Miss, first name). Then, students introduce themselves to each other, using appropriate titles of address.
  - Students trace on a map the route to a place, following instructions given orally (either face-to-face or over the telephone). Then, students practice giving and following instructions.
- Reading before writing
  - Students select the letters of their own names from cards with letters printed on them. Next, the students put the letters in the correct order to spell their names. Finally, the students write their names.
  - Students read samples of postcards written by someone about a place. Then, they write a postcard describing a place they know well, such as their hometowns.
  - Students are given a list of names, and then they find telephone numbers for the names in a telephone directory. Finally, they produce a telephone directory for their own class.
  - Students read a model descriptive paragraph and then write a descriptive paragraph on another topic.

Instructional Standard 5

A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.

Representative examples for this standard:

- In whole-group work, the instructor elicits opinions, facilitates a review, provides feedback on tasks, or presents information.
- In small-group work, three to five students work together to solve a problem, share opinions, or produce a product.
- For small-group work, the instructor uses both homogeneous groups (same primary language or same level of English-language proficiency) and heterogeneous groups (different primary languages or different levels of English-language proficiency).

- In pair work, two students work together to practice language or complete a task.
- In individual work, students work alone to complete a task, such as completing a form.

Instructional Standard 6

Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of the students.

Representative examples for this standard:

- Students respond to requests or commands from the teacher or each other: "Walk to the window"; "Draw an 'O' in the air"; "Point to someone who is wearing a striped shirt." (aural, kinesthetic)
- Students arrange words printed on cards in what they perceive as correct word order for both questions and statements in English. (visual, kinesthetic)
- Students and the teacher bring to class herbs that are used in their own cooking or in American cooking. The students identify them and tell how to use them. (olfactory, oral, visual)
- Students listen to a series of utterances, some with rising intonation and some with falling intonation. They indicate whether each utterance was a question or a statement. (aural)
- Students draw pictures on the board in response to directions: "Draw a tree. Draw a flower under the tree. . . ." (aural, kinesthetic, visual)
- Students repeat questions and answers after an instructor models them and then practice the question and answer exchanges with a partner. (aural/oral)
- Students make and place labels on objects in the classroom—the light switch and fire extinguisher, for example. (kinesthetic, visual)

Instructional Standard 7

Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.

Representative examples for this standard:

- Students compare and contrast gestures used to take leave in the United States with those used in their own countries.
- Students are given different situations in which people make choices based on cultural values. Students either agree or disagree with the choices and communicate their reasons.
- Students list vocabulary words for family relationships in their own cultures and in U.S. culture. They then make statements that compare family structures in the different cultures.
- Students analyze the rhetorical style of an expository paragraph and compare it to writing styles in their own countries.

Instructional Standard 8

Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).

Representative examples for this standard:

- After hearing or reading about a problem situation—a tenant's difficulty in getting the landlord to make repairs, for example—students discuss possible solutions or outcomes and analyze the consequences of each.
- Students work with pictures or slides that capture a story from the community health clinic, hospital, or emergency center. Students generate vocabulary with each picture by responding to inductive questioning: ("*What* do you see?" "How do you *feel* about this?" "*What* can you do to stay healthy?").
- Students listen to a television or radio speech. They identify facts, opinions, and biases. They then develop an outline of a more objective speech on the same topic.
- Students work in groups to pool their knowledge about U.S. culture, each group focusing on a different aspect. They use their combined knowledge to write newspaper articles about American society. One group writes about family life, and the others about school, sports, restaurants, banking, transportation, and so on.

Instructional Standard 9

Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem-solving situations in their everyday lives.

Representative examples for this standard:

- Students look at two pictures dealing with transportation—one of a traffic jam on a freeway, the other of a form of public transportation in the area. Students are asked to identify words in context from a list and put them under each picture. The teacher poses some simple cause-and-effect questions about the problems and asks for solutions and their consequences regarding connections between transportation and such things as pollution and/or energy conservation.
- Students examine a sign from the fair housing authority stating that housing discrimination is illegal. Students work with the vocabulary in context. The teacher asks the students if they have experienced housing discrimination problems and continues with brainstorming activities regarding possible actions to be taken and their consequences.
- Students plan a field trip with the teacher to an employment development department. After the tour and related activities, they prepare to face the real world of employment, projecting possible barriers, solutions, and plans of action by such activities as brainstorming, making choices, and role-playing.

Standards for Student Evaluation

Student Evaluation Standard 1

Students' placements in ESL courses are determined by a variety of assessments.

Representative examples for this standard:

- Before they enter an ESL program, students are asked questions in English and given a registration card to complete. Students unable to answer questions in English (an informal listening/speaking assessment) or to complete the registration card in English or their primary language (an informal reading/writing assessment) are placed at the ESL beginning literacy level.
- Before they enter an ESL course, students are given short oral interviews to assess their listening and speaking proficiencies and short reading tests to assess their literacy levels. The reading assessment is based on the reading of one of several short passages taken from texts used in each of the levels. Students answer several comprehension questions about the passage.
- Preliminary placement is based on the results of a reading-grammar test and a listening-comprehension test. Placement is then "fine-tuned" during a three-hour session in which students complete a writing sample, participate in class activities, respond to a teacher's directions, and identify their needs and interests. Then, students are assigned a level.

Student Evaluation Standard 2

Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observation, simulations), paper and pencil exams, and standardized tests.

Representative examples for this standard:

- To measure students' proficiencies in giving and getting personal information (name, address, phone number), the instructor may have them ask and respond to questions in an interview or complete application forms.
- To measure students' proficiencies in describing past events, the instructor may ask them to tell about important events or to complete the work history section of an application form.
- To measure students' proficiencies in understanding directions, the instructor may ask them to retell some direction, to take notes on directions given in an oral passage, or to role-play the situation.

Student Evaluation Standard 3

Assessments for moving from one level to another measure both general language proficiency and mastery of specific instructional content.

Representative examples for this standard:

- General language proficiency
  - Skills in listening comprehension may be measured by having students respond to an aural passage by performing a task (tracing spoken directions on a map, choosing from several pictures the one described).

- Skills in listening and speaking may be measured by having students give oral responses to questions about personal information (educational background, work history).
- Skills in grammar, vocabulary, and comprehension of overall meaning of a reading passage may be measured by having students complete a cloze (a passage in which words have been removed at regular intervals—such as every fifth, seventh, or ninth word) for a passage not previously read.

• Specific instructional content
  - If a course included instruction in following directions to locate a place, assessment may have students describe the route from one place to another as marked on a map.
  - If a course included instruction on complaining about a housing problem, assessment may have students first listen to a dialogue in which a tenant complains to a landlord and then choose a response to complete the dialogue or answer a question about the dialogue.
  - If a course included instruction on scanning for specific information, such as prices in advertisements or warnings on household products, assessment may have students identify the prices or warnings on displays similar to those studied.
  - If a course included instruction on specific grammatical forms, assessment may have students choose which of several forms is the correct one for a specific portion of a dialogue or paragraph.

Levels of Language Proficiency

In this section, seven **levels of ESL language proficiency** are described in terms of students' behaviors and abilities in using English and primary languages. The behaviors and abilities are depicted as the students enter each level and also when they complete the entire program. The descriptions contain statements about general proficiency in both social and work settings in which students use the language skills of listening, speaking, reading, and writing. The statements also suggest the levels of students' comprehensibility in conversational situations. The information in this section is also presented in chart format in Appendix A.

The **course content** for each proficiency level is described from the perspectives of the *general nature of instruction,* which presents a global view, and the *specific focus of instruction,* which tells what students will be able to do at the completion of the course.

Sample lessons, presented in the final part of this section, provide one or more examples of simple lessons for each proficiency level.

A graphic representation of the contents of this section is depicted in Figure 2.

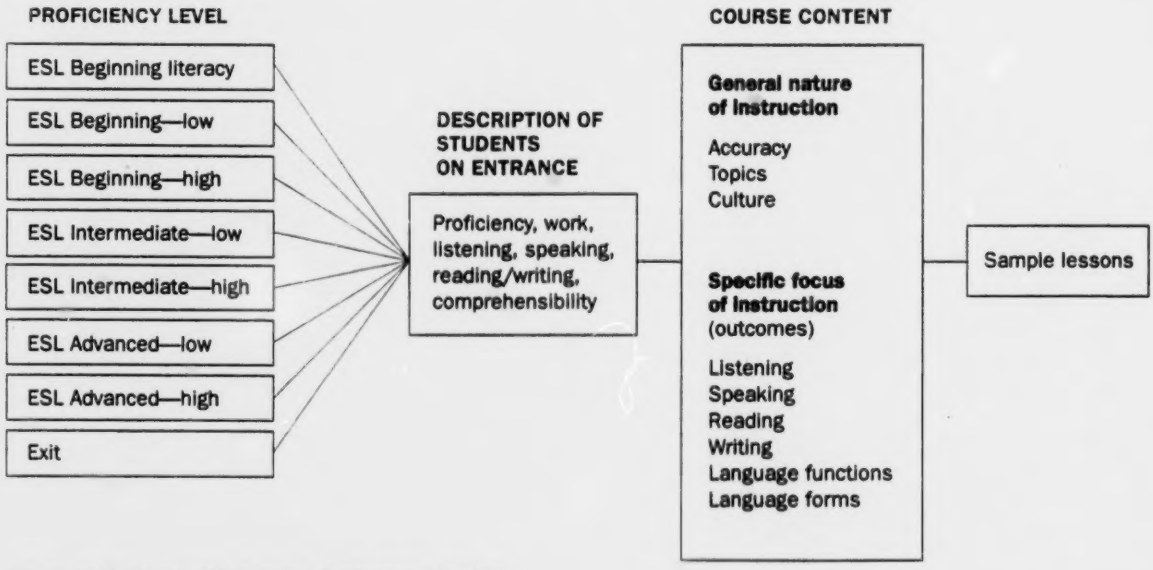

Figure 2: Contents of Language Proficiency Section

Descriptions of Proficiency Levels

The proficiency levels for ESL programs for adults in California were established by the curriculum committee that served in an advisory capacity to the Adult Education Unit of the California Department of Education. The committee reviewed the curricula of local school districts as well as the following documents:

- *Competency-Based Mainstream English Language Training Project (MELT) Resource Package.* Washington, D.C.: U.S. Department of Health and Human Services, Social Security Administration, Office of Refugee Resettlement, 1985, pp. 8–17.
- *Foreign Language Proficiency in the Classroom and Beyond.* Edited by Charles J. James in conjunction with the American Council on the Teaching of Foreign Languages. Lincolnwood, Ill.: National Textbook Company, 1985.
- *Model Curriculum Standards, Grades Nine Through Twelve, Foreign Language.* Sacramento: California Department of Education, 1985.
- *Statement on Competencies in Languages Other Than English Expected of Entering Freshmen, Phase I—French, German, Spanish.* n.p. The Academic Senates of the California Community Colleges, The California State University, and the University of California, 1989. (Available from the California Department of Education.)

ESL Beginning Literacy Level

Students who enter this level cannot read or write in English. They may have limited oral proficiency in English. They may or may not read and write in their primary language, a lack that may be the result of:

- Little or no formal educational experience in their native countries
- Absence of written forms of their primary languages
- Learning disabilities

Work

Students are unable to function unassisted in any situation which requires the reading and writing of English.

Listening

Students are unable to understand conversation in English.

Speaking

Students depend mainly on their primary language or some basic gestures for communication.

Reading/Writing

Students have had limited, if any, formal education in their primary language. They have virtually no skills in reading or writing English. Occasionally, students who can print or write their names and addresses in their primary language are able to do the same in English. If they can read and write their primary language, they probably use a non-Roman alphabet.

Comprehensibility

Students are not understood even by English speakers who are used to dealing with nonnative speakers.

ESL Beginning—Low Level

Students enter the beginning—low level with little or no ability to read or write in English. They are unable to function unassisted in a situation requiring spoken English.

Work

Students cannot function unassisted in a work situation which requires English. They can handle only very routine work situations that do not require oral communication in English and in which all tasks can be easily demonstrated.

Listening

Students may demonstrate comprehension of a few isolated words and phrases, but they are unable to understand conversation.

Speaking

Students depend mainly on gestures, a few English words, or their primary language for communication.

Reading/Writing

Students may have reading and writing skills in their primary language or have successfully completed instruction at the ESL beginning literacy level. However, they have no skills in reading and writing English except for recognizing some letters of the alphabet and single-digit numbers. Sometimes, they can write their names and addresses.

Comprehensibility

Students are generally not understood, even by English speakers who are used to dealing with nonnative speakers.

ESL Beginning—High Level

Students enter the beginning—high level with limited ability to read and write in English; they function in the use of English in a very limited way, speaking English in situations related to their immediate needs.

Work

Students can function in a limited way to meet immediate needs at the workplace. They can handle routine work situations that involve only the most basic oral communication skills on a nontechnical level and in which all tasks can be demonstrated.

Listening

Students are able to comprehend a range of high-frequency words used in context.

Speaking

Students can communicate survival needs using very simple learned phrases and sentences.

Reading

Students are able to get limited meaning from print materials with successive rereading and checking.

Writing

Students are able to copy isolated words and phrases and generate short sentences based on previously learned material.

Comprehensibility

Students can sometimes make their basic needs understood if context strongly supports interaction and in situations with English speakers who are used to dealing with nonnative speakers.

ESL Intermediate—Low Level

Students entering this level function satisfactorily in the use of English in basic survival situations related to their needs.

Work

Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a nontechnical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.

Listening

Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In face-to-face conversations, they can understand basic meanings.

Speaking

Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.

Reading

Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.

Writing

Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.

Comprehensibility

Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with nonnative speakers. English speakers not used to dealing with nonnative speakers have difficulty understanding them.

ESL Intermediate—High Level

Students enter the intermediate—high level with enough ability in the use of English to function independently in most familiar situations.

Work

Students can function independently in their jobs, handling job training and work situations that involve oral communication skills on both a nontechnical and technical level. Written directions and materials may need to be simplified or clarified orally. Students at this level may offer help to beginning-level workers.

Listening

Students comprehend conversations containing some unfamiliar vocabulary.

Speaking

Students have some ability to participate in face-to-face conversations on topics beyond their survival needs. They have the ability to clarify meaning by asking questions or by simply rewording.

Reading

Students can read simplified materials on familiar subjects and have limited success when attempting to read some authentic materials.

Writing

Students can generate simple sequential paragraphs related to survival skills, personal topics, and nonpersonal topics with some errors.

Comprehensibility

Students can usually be understood with some effort by English speakers who are not used to dealing with nonnative speakers.

ESL Advanced—Low Level

Students enter the advanced—low level with the ability in the use of English to function effectively in familiar and unfamiliar social situations and familiar work situations.

Work

Students function effectively in familiar work situations. They can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation difficulties may inhibit communication somewhat. With some clarification or assistance, these students can interpret written materials which are technical and work-related.

Listening

Students can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussions or speeches on topics in special fields of interest.

Speaking

Students can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects. Students generally use appropriate syntax but lack thorough control of grammatical patterns.

Reading

Students can read authentic materials on everyday subjects and nontechnical prose but have difficulty reading technical materials.

Writing

Students can write routine correspondence and paragraphs about previously discussed topics, demonstrating control of basic grammatical patterns. Errors are common when using complex structures.

Comprehensibility

Both oral and written communication of the students can be understood by English speakers not used to dealing with nonnative speakers, but with difficulty.

ESL Advanced—High Level

Students enter the advanced—high level with the ability in the use of English to meet most routine social and work-related demands with confidence, though not without instances of hesitation and circumlocutions.

Work

Students can meet most work demands with confidence. They can also function effectively in work situations that require interaction with the public, though sometimes with hesitation and circumlocutions. They can follow written instructions in technical work manuals. If their pronunciation inhibits fluency and communication, these students are able to adjust their language to be understood.

Listening

Students can comprehend abstract topics presented in familiar contexts. They can also understand descriptive and factual material in narrative form.

Speaking

Students are able to participate in casual and extended conversation. They show some hesitancy and grope for appropriate vocabulary when speaking on technical subjects or new and unfamiliar topics.

Reading

Students can read authentic materials on abstract topics in familiar contexts as well as descriptions and narrations of factual material.

Writing

Students can write descriptions, short essays, summaries, and responses to questions on most forms and applications.

Comprehensibility

Although these students can be understood by the general English-speaking public, their errors in grammar and pronunciation sometimes interfere with the communication process.

ESL Program Exit

Students exit the advanced—high level with the ability in the use of English to meet social, academic, and vocational demands with confidence and success. They can succeed in classes designed for native speakers of English, although they may need to ask for clarification in areas in which they lack a shared cultural background or familiarity with vocabulary.

Work

Students can function normally in the workplace, meeting routine social and work demands with confidence.

Listening

Students can understand descriptions and narrations of factual material in a familiar or unfamiliar context. Understanding of abstract topics in an unfamiliar context is still difficult. Students can understand conversations and discussions or speeches on topics related to their fields of interest. Comprehension may break down only under tension or pressure.

Speaking

Students can participate in casual and extended conversation. They are able to speak with sufficient structural accuracy and vocabulary to participate in formal and informal conversations on practical or academic topics. They are generally unable to converse formally on academic topics.

Reading

Students can read standard materials such as the newspaper, routine correspondence, and technical materials in their fields of interest. They can read authentic materials and nontechnical prose on most subjects, but with difficulty.

Writing

Students can write descriptions, summaries, and responses to questions on forms and applications. They can write simple discourses of at least several paragraphs on familiar topics in a coherent manner with few syntactic errors, although the style may be different from that of a native speaker. They can pass a writing exam to qualify for entrance into an introductory course in composition at the college level.

Comprehensibility

Both the oral and written communication of students can be understood by the general English-speaking public not used to dealing with nonnative speakers.

Descriptions of Course Content

The course content for each ESL level is presented with attention first to the general nature of instruction and then to the specific focus of instruction.

In *general nature of instruction*, the course is described in terms of accuracy, topics, and culture. The criteria for accuracy at each level provide instructors with guidelines on the relative importance of accuracy (language forms) and fluency (communication). Depending on the level, topics are divided into general, vocational, and/or academic areas and also involve informational sources and skills. Items listed in each topic are illustrative but not definitive. In the descriptions of culture, instructors will find guidelines on both the aspects of culture to teach and the approaches to use in teaching them. The information which deals with accuracy and culture at each level of instruction is also depicted in a chart in Appendix B.

The purpose of *specific focus of instruction* is to describe the capabilities students should have developed in their use of the four major language skills (listening, speaking, reading, and writing) after they complete a course. Objectives for students' performance after completing each level of instruction are also grouped by language skill in Appendix C. Language functions and language forms are also identified in the *specific focus* sections. Language functions describe the use or purpose served by particular language expressions (requesting or comparing, for example) and are also displayed in a chart in Appendix D. Language forms are the grammatical forms necessary to carry out the functions. These forms are divided into sentence types and verb tenses taught at each level, and they are also shown in charts in Appendix E.

ESL Beginning Literacy Course Content

General Nature of Instruction

Accuracy

Emphasis is on developing students' ability to recognize and form letters and to interpret and write words within the context of listening and understanding messages in their new language. At this level there is no focus on grammatical accuracy.

Topics

Course content is relevant to students' lives and focuses on general topics and on literacy.

General Topics	*Literacy Topics*
Personal information	Alphabet
Family	Numbers
Time	Calendar

Culture

Basic nonverbal social customs, such as shaking hands and waving, are taught by example. Cultural aspects, such as forms of address (Mr., Mrs., Miss), are taught by modeling.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate understanding of simple words, phrases, and questions drawn from familiar material, such as personal information or the immediate physical setting.
  - Demonstrate understanding of high-frequency commands and expressions of courtesy.
- *Speaking:* On exit, students will be able to:
  - Express basic needs with simple words or phrases drawn from learned material.
  - Repeat words and phrases for clarification and to improve pronunciation.
  - Answer simple questions with "yes," "no," or one-word responses.
- *Reading:* On exit, students will be able to:
  - Discriminate between shapes and both upper- and lowercase letters.
  - Demonstrate eye movement from top to bottom and left to right.
  - Discriminate among numerals.
  - Relate phonological sounds to letters (sound/symbol correspondence).
  - Recognize signs with one word or symbol—restroom signs, for example.
- *Writing:* On exit, students will be able to:
  - Trace shapes and letters, following guide arrows or other directions.
  - Copy letters of the alphabet and numerals.
  - Copy basic information (name, phone number, address) for personal identification on a form.
  - Copy from a chalkboard a list of words previously produced orally.

Language Functions

On exit, students will be able to use English for:

- *Factual information:* identify, demonstrate
- *Social and interpersonal relations:* greet, show gratitude, express state of being
- *Suasion:* caution

Language Forms

On exit, students will be able to:

- *Respond to simple commands* ("Stand."; "Sit."; "Open your book.").
- *Ask questions with words and phrases* ("Name?").

ESL Beginning—Low Course Content

General Nature of Instruction

Accuracy

Emphasis is on developing students' ability to listen and understand. There is little emphasis on grammatical accuracy.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general or vocational. Samples of informational sources, skills, and topics at this level are as follows:

Informational Sources	*Skills*	*Topics*	
		General	*Vocational*
Lists Signs Schedules Calendars Ads	Scanning	Personal identification Weather Money	Job titles Following simple instructions

Additional topics based on students' needs should be added. All of these topics may be taught at higher levels of instruction.

Culture

Cultural aspects such as nonverbal behavior (gestures, eye contact, body language) and cross-cultural communication (awareness of differences, respect, tolerance) are taught implicitly in context through demonstration and interaction.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate comprehension of simple words in context of common, everyday situations.
  - Demonstrate comprehension of basic commands through physical action.
  - Demonstrate understanding of simple face-to-face conversations using previously learned material.
  - Demonstrate strategies to check for understanding—clarifying by attempting to reproduce what has been heard, for example.
  - Respond appropriately to short emergency warnings ("Stop!"; "Get back!"; "Slow down.").

- *Speaking:* On exit, students will be able to:
  - Make statements related to basic needs using previously learned words and phrases.
  - Answer simple questions with "yes," "no," one word, or short-phrase responses.
  - Ask simple questions.
- *Reading:* On exit, students will be able to:
  - Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
  - Recognize basic sight words.
  - Interpret sentences using vocabulary and structures previously learned orally.
- *Writing:* On exit, students will be able to:
  - Print the letters of the alphabet legibly.
  - Write numerals.
  - Write a list—a shopping list or an invitation list, for example—from material read or heard.
  - Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials.
  - Fill out simple forms which require biographical/personal information.
  - Write simple sentences based on previously learned vocabulary and structures.

Language Functions

On exit, students will be able to use English for:

- *Factual information:* command, agree/disagree, tell
- *Social and interpersonal relations:* introduce, take leave, express satisfaction/dissatisfaction
- *Suasion:* request

Language Forms

On exit, students will be able to use the following structures:

- *Sentence types*
  - Simple statements: affirmative and negative
  - "Yes," "no," "or," and "wh__" questions and answers
  - Compound sentences with "and" and "but"
- *Verb tenses*
  - Simple present ("He studies every day.")
  - Simple past ("He studied yesterday.")
  - Present continuous ("He is studying now.")
  - Future with "going to" ("He's going to study tomorrow.")
  - Modal "can" ("He can study this evening.")

ESL Beginning—High Course Content

General Nature of Instruction

Accuracy

Fluency and communication begin to be emphasized. The instructor begins to assist students in correcting their own errors.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general or vocational. Samples of informational sources, skills, and topics at this level are as follows:

Informational Sources	*Skills*	*Topics*	
		General	*Vocational*
Telephone directory Indexes	Alphabetizing	Housing Transportation Emergencies General health	Job skills Classified ads Job safety

Culture

Social customs—standing in line or expressing politeness in handling everyday situations, for example—are taught explicitly through modeling positive and negative examples and through controlled practice, such as role-playing.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate understanding of simple words and phrases drawn from learned topics.
  - Identify the main topic of conversation in familiar material.
  - Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
  - Recognize words that signal differences between present, past, and future events.
  - Respond appropriately to short emergency warnings ("Be careful!"; "Slow down!").
- *Speaking:* On exit, students will be able to:
  - Answer simple questions related to basic needs using previously learned phrases or simple sentences.
  - Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.

- Ask questions related to basic needs using previously learned utterances.
- Communicate simple personal information on the telephone.

- *Reading:* On exit, students will be able to:
  - Interpret isolated words and phrases in familiar contexts (traffic signs, store ads, fast food menus).
  - Interpret terms on simplified forms (personal identification, school registration, checks, change of address).
  - Scan for numerical information—the time a store opens, for example—and other specific information in simple life-skill materials related to immediate needs (ads, schedules, signs, forms).
  - Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.
  - Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.
  - Identify the sequence of a simple narrative passage.
- *Writing:* On exit, students will be able to:
  - Copy materials that are meaningful to the students (recipes, directions, stories generated during language-experience activities).
  - Write lists—grocery or laundry items, for example.
  - Write simple sentences based on personal experiences or familiar material.
  - Write a simple telephone message or note—a note to a child's teacher, perhaps.
  - Write a series of related sentences based on personal experiences or familiar material.

Language Functions

On exit, students will be able to use English for:

- *Factual information:* ask for information, describe, express necessity, ask permission, agree, disagree
- *Social and interpersonal relations:* compliment, express preference, express wants/desires
- *Suasion:* direct, invite

Language Forms

On exit, students will be able to use the following structures:

- *Sentence types*
  - Compound sentences
    - —with "and . . . too" ("I like this, and Maria does, too.")
    - —with "and . . . either" ("I don't speak Chinese, and Maria doesn't either.")
    - —with "or" ("Do you want to study, or do you want to watch TV?")

- *Verb tenses*
  - Future: "will" ("I will call you tonight.")
  - Modals
    —"have to" ("I have to study.")
    —"could" ("I could come to school tomorrow.")
    —"should" ("You should see the doctor.")
    —"must" ("I must get a driver's license.")
    —"may" ("You may stay up late.")
    —"would" ("Would you open the window?")
- *Verbs followed by infinitives* ("He wants to dance. He likes to read.")

ESL Intermediate—Low Course Content

General Nature of Instruction

Accuracy

Emphasis is on fluency and communication; however, the instructor begins to encourage students to check themselves when they use basic grammatical structures.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general, vocational, or academic. Samples of informational sources, skills, and topics at this level are as follows:

Informational Sources	*Skills*	*Topics*		
		General	*Vocational*	*Academic*
Dictionary	Categorizing Test taking	Medicine labels Food: recipes Shopping Banking	Paychecks Job applications Job search strategies Work schedules	Autobiographies Nutrition Famous people

Culture

Rules of etiquette common in routine social situations in U.S. culture outside the classroom environment are taught explicitly by focusing on ways the rules contrast with customs in each student's own culture and the cultures of other students in the class. Appropriate content at this level might be forms of address based on social status.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.
  - Recognize basic constructions such as subject-verb agreement ("He work" versus "He works").
  - Demonstrate understanding of telephone conversations on familiar material in familiar contexts.
- *Speaking:* On exit, students will be able to:
  - Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, apologizing).
  - Ask and answer questions in simple present, past, and future tenses on familiar topics.

- Participate in simple telephone conversations.
- Describe a sequence of events in the past on a topic related to their personal lives.

- *Reading:* On exit, students will be able to:
  - Interpret simplified short narrative and descriptive passages on familiar topics.
  - Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passages.
  - Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs.
  - Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
  - Interpret newspaper headlines on familiar topics.
  - Interpret abbreviations for words previously learned in context of specific topics—employment and housing, for example.
- *Writing:* On exit, students will be able to:
  - Take notes on familiar material transmitted orally.
  - Write related sentences to form paragraphs on a topic.
  - Write telephone messages.
  - Write short thank-you notes.
  - Complete simple forms (medical history, job application, banking).

Language Functions

On exit, students will be able to use English for:

- *Factual information:* express obligation, explain, indicate certainty, express ability or inability
- *Social and interpersonal relations:* apologize, make excuses, express worry and disappointment, give and get permission, make offers
- *Suasion:* suggest, advise

Language Forms

On exit, students will be able to use the following structures:

- *Sentence types*
  - Complex sentences
    —Adverbial clauses of time: "before," "after," "when" ("I'll call you when he comes.")
    —Adverbial clauses of reason: because ("I was absent because my child was sick.")
  - Direct speech (He said, "It's time to pay the rent.")
  - Exclamatory sentences ("What a beautiful day!")
- *Verb tenses*
  - Used to ("I used to live in Mexico.")
  - Modals
    —Might ("It might rain.")
    —Must ("You must be tired.")

- Past continuous ("I was taking a shower when he called.")
- Present perfect ("I have lived in the United States for two years.")
- Present perfect continuous ("I have been studying English since last year.")
- Future conditional ("If I get a job, I'll take night classes.")
- Verbs followed by gerunds ("He enjoys dancing. He likes swimming.")

ESL Intermediate—High Course Content

General Nature of Instruction

Accuracy

Emphasis is on fluency and communication. The instructor teaches students the skills of self-monitoring in the context of situations which require the use of English for communication.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general, vocational, or academic. Samples of informational sources, skills, and topics at this level are as follows:

Informational Sources	*Skills*	*Topics*		
		General	*Vocational*	*Academic*
Newspapers Encyclopedias Tables of contents Maps	Note taking Outlining Map reading	Post office forms Health information: medical history Community resources Leisure activities Tenants' rights	Social security Preparedness for job interviews Wages and deductions Benefits	Major historical events Current events Stories/fables

Culture

Students have participated in enough culture-oriented tasks in the classroom to act appropriately when faced with situations involving cultural differences. Topics such as taboos and politics are taught explicitly by focusing on contrasts among the students' own cultures.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Identify main ideas and most supporting detail in factual material relating to everyday topics.
  - Detect the mood of a message by determining to a limited degree such components as the attitudes and feelings of the speaker or the urgency of the message.
  - Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
  - Demonstrate understanding of everyday conversation with some repetition or slower speech.

- *Speaking:* On exit, students will be able to:
  - Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places.
  - Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often.
  - Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations.
  - Clarify utterances by rewording or repeating in order to be understood by the general public.
  - Communicate on the telephone on familiar subjects with clarification.
- *Reading:* On exit, students will be able to:
  - Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices).
  - Identify the main idea of a paragraph on a familiar topic.
  - Guess the meaning of unfamiliar vocabulary and phrases from context.
  - Find information that requires drawing from different sections of a reading passage.
  - Draw meaning from passages by using syntactic clues, such as pronoun references.
  - Identify relationships within a passage by using syntactic clues, such as transitional words—"therefore," for example.
- *Writing:* On exit, students will be able to:
  - Write short paragraphs describing daily activities or past events, using chronological order.
  - Write personal letters.
  - Fill out authentic job applications and medical history forms.

Language Functions

On exit, students will be able to use English for:

- *Factual information:* compare and contrast, express possibility and probability, offer to do something
- *Social and interpersonal relations:* express sympathy, hope, and regret
- *Suasion:* recommend, solve problems, instruct

Language Forms

On exit, students will be able to use the following structures:

- *Sentence types*
  - Adjectival clauses:
    —"Who" ("The person who made the announcement was the manager.")
    —"Which" ("The book, which is on top, is mine.")
  - Embedded questions ("Do you know what time it is?")
  - Indirect speech ("He said he was going.")

- *Verb tenses*
  - Past perfect ("He had worked there for ten years before he got a promotion.")
  - Past perfect continuous ("She had been crying when her mother found her.")
  - Conditional contrary-to-fact ("If I were rich, I would buy a house.")
  - Passive simple present ("The mail is delivered every afternoon.")

ESL Advanced—Low Course Content

General Nature of Instruction

Accuracy

Emphasis is on fluency and communication. Students demonstrate the skills they have learned in self-monitoring when they use basic grammatical structures in English. Although they have been introduced to complex structures, they cannot yet self-monitor with accuracy.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general, vocational, or academic. Samples of informational sources, skills, and topics for each goal at this level are as follows:

Informational Sources	*Skills*	*Topics*		
		General	*Vocational*	*Academic*
Tables/charts Library card catalogs Almanacs Newspapers	Graph reading Paragraph organization (e.g., comparison/ contrast) Letter writing	Consumer protection procedures Health facilities immunizations	Work manuals Customer relations Work ethics	Educational systems Customs Immigration patterns Social problems

Culture

Values and thinking patterns of U.S. culture are taught implicitly through exposure to cultural references and expressions—"Time is money," for example—and explicitly through analyzing writings, such as outlines, charts, and speeches.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate; some repetition will be required.
  - Demonstrate understanding of abstract topics in familiar contexts.
  - Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature.
  - Demonstrate understanding of new vocabulary in context through guessing strategies.
- *Speaking:* On exit, students will be able to:
  - Ask and answer questions fluently with minimal errors in the present, past, and future tenses.

- Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures—perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication.
- Clarify meaning through strategies such as paraphrasing when misunderstanding occurs.
- Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations.

• *Reading:* On exit, students will be able to:

- Interpret both authentic and edited materials, such as prose fiction, on familiar subjects.
- Identify main ideas and supporting details or examples from familiar material.
- Guess meaning from context by analyzing words' prefixes and suffixes.
- Make inferences.
- Summarize reading passages.

• *Writing:* On exit, students will be able to:

- Expand and combine simple sentences by adding modifying words, clauses, and phrases.
- Write and punctuate complex sentences.
- Write descriptive and narrative paragraphs, using correct punctuation.
- Complete forms, such as accident reports or applications for drivers' licenses.
- Use transition words within and between paragraphs.
- Take simple notes from public announcements, short lectures, and real interviews.

Language Functions

On exit, students will be able to use English for:

• *Factual information:* illustrate, conclude, infer
• *Social and interpersonal relations:* approve/disapprove, express indifference, express intentions
• *Suasion:* predict consequences, persuade

Language Forms

On exit students will be able to communicate the following concepts:

• *Sentence types*

- Conjunctive adverbs

—"Therefore" ("She's a good employee; therefore, she got a raise.")
—"However" ("She's a good employee; however, she didn't get a raise.")

- Adverbial clauses of concession

—"Unless" ("You can't take the test unless you come on time.")
—"Although" ("Although you came late, you can still take the test.")

- *Verb tenses*
  - Modals related to past events
    —"Should have" ("I should have gone to the doctor sooner.")
    —"Could have" ("She could have won the contest.")
    —"Would have" ("I would have followed her advice.")
    —"Might have" ("He might have been sick.")
    —"Must have" ("You must have missed the news.")
  - Causative verb forms ("I had my car fixed.")
  - Past conditional ("I would have arrived at the doctor's office sooner if my car hadn't broken down.")
  - Passive
    —Simple past ("The mail was delivered late yesterday.")
    —Future ("The mail will not be delivered on Sunday.")

ESL Advanced—High Course Content

General Nature of Instruction

Accuracy

Emphasis is on fluency and communication. Students self-monitor in formal and informal situations which require communication. They make few errors in using the language, although they still lack thorough control of all grammatical structures. Errors generally do not inhibit communication.

Topics

Course content is relevant to the lives of the students. It integrates language functions and language forms with informational sources, skills, and topics. Topics are chosen in accordance with students' goals: general, vocational, or academic. Samples of informational sources, skills, and topics at this level are as follows:

Informational Sources	*Skills*	*Topics*		
		General	*Vocational*	*Academic*
Thesaurus Computer search	Essay organization (e.g., expository writing) Report writing	Recreation and entertainment Personal legal rights Personal business letters Public health facilities and service	Tax forms Resumes Job promotion strategies Job application letters	Scientific advances Politics and government Intercultural communication Civil rights

Culture

Meanings of words and expressions and bases of humor that are related to specific cultures are taught explicitly. Appropriate cultural behavior is developed implicitly through activities that provide opportunities to contrast attitudes in different cultures toward behaviors such as winking, whistling, and maintaining appropriate social distance.

Specific Focus of Instruction

Language Skills

- *Listening:* On exit, students will be able to:
  - Demonstrate understanding of conversation in encounters with native speakers without much repetition or rewording.
  - Demonstrate understanding of descriptions and narrations of factual and technical material.
- *Speaking:* On exit, students will be able to:
  - Speak fluently in most formal and informal conversations on practical and social topics, except when under tension or pressure.

- Speak with some fluency on technical subjects or on special fields of interest related to academic pursuits or work demands.
- Demonstrate control of grammatical patterns—including perfect tenses, passive constructions, complex sentences, and the conditional tense—although they may hesitate when groping for grammatical accuracy or appropriate vocabulary.

- *Reading:* On exit, students will be able to:
  - Read authentic printed material and prose on familiar topics.
  - Read short stories and other recreational literature.
  - Interpret main ideas and key points from technical material in their own fields of interest.
  - Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information.
  - Use syntactic clues to interpret the meanings of complex sentences or new vocabulary.
  - Analyze an author's point of view by making inferences.
  - React personally to reading materials by making judgments or prioritizing values, for example.
- *Writing:* On exit, students will be able to:
  - Punctuate paragraphs, making only minor errors.
  - Write paragraphs on familiar topics using the techniques of comparison/contrast; cause/effect; generalization/example; and exposition.
  - Take notes from lectures.
  - Write simple outlines from reading passages or lectures.
  - Write summaries of reading passages.
  - Write letters to accompany job applications and letters of complaint.

Language Functions

On exit, students will be able to use English for:

- *Factual information:* analyze, evaluate, paraphrase, summarize
- *Social and interpersonal relations:* express values, express judgment
- *Suasion:* compromise, negotiate, bargain

Language Forms

On exit, students will be able to use the following structures:

- *Sentence types:*
  - Present subjunctive ("It's important that he come on time." "I wish I were home.")
  - Noun clauses ("What the weatherperson predicts is not always correct.")
  - Tag questions ("We teach these, don't we?")
- *Verb tenses:*
  - Future perfect ("We will have eaten dinner by the time you get here.")
  - Future perfect continuous ("We will have been working for several hours by the time he starts.")

- Continuous conditional
  - —Present ("If you're looking for the want ads, I put them in the recycling bin.")
  - —Future ("If you're going to clean the house, I'm leaving.")
  - —Present perfect ("If he has been working as hard as he says he has, he should be finished by now.")
  - —Past perfect ("If he had been doing his homework every night, he wouldn't be having trouble with the past perfect conditional.")

Sample Lessons

Presented below are one or more examples of simple lessons for each level of proficiency. Each sample lesson identifies the topic, the objective, the language functions, and the language forms for each lesson and suggests learning activities. Suggestions include activities with a cultural focus as well as activities that develop skills in listening, speaking, reading, and writing. Examples suggested within the lessons are illustrative only. They are neither exhaustive nor prescriptive.

ESL Beginning Literacy Level

Topic: Personal identification

Objective: To get and give personal information

Functions: Request information/give information.

Forms: Commands, "What" questions

Listening

The instructor introduces terms of personal identification (name, address, telephone number) by describing herself/himself or another student in the classroom. To check listening comprehension of the new terms, the instructor presents a series of verbal statements or phrases about what has just been said. Students respond with gestures or single words. (Instructor: "His name is José." Students: Point to José. Instructor: "His address is José." Students: "No.")

Speaking

After the students demonstrate comprehension of the terms, the instructor models questions and answers using the new vocabulary in the context of a real situation, such as an interview of someone to get information for filling out a form. The instructor then asks questions using the new vocabulary ("What is your telephone number?"), and the students respond with one word or a phrase.

Reading

When the students demonstrate aural/oral mastery of the patterns, the instructor focuses on reading the personal identification terms by writing the words on the board and pointing to them or holding up flash cards and reading the words aloud. For students who lack decoding skills, the instructor may elicit from the students the first letter of a word, then the sound of that letter, and finally the pronunciation of the whole word. To provide practice in reading the new words, the instructor has students give commands to each other, such as "Show me 'address.'" Students respond by pointing to the correct term or putting the card with the word *address* on it

over a number on a grid. Students give each other the commands in pairs or small groups.

Writing

After the students demonstrate that they can interpret the new terms, the instructor shows then how to write key terms of personal identification on a simple personal identification form. Students write their personal information on the forms.

Cultural Focus

To demonstrate cultural differences in the word order of names, the instructor elicits names of students and writes them as they would be written in each student's language as well as in English.

ESL Beginning—Low Level

Topic:	Money/prices
Objective:	To find out prices
Functions:	Request information and request clarification by repeating.
Forms:	"How much" questions; verb "to be" in the present tense

Listening

The instructor introduces the competency of asking about prices by role-playing a dialogue between a customer and a clerk in a store. The instructor checks students' listening comprehension of prices by facilitating a focused listening exercise in which students indicate the price they hear from several choices. In the process the instructor models the clarification strategy of repeating the price with rising intonation. If the students do not hear the price clearly, the teacher encourages them to request clarification by repeating what they think they heard with rising intonation ("$5.25?").

Speaking

The instructor demonstrates an activity in which students work in pairs to find out prices of various items. One student has the prices for some of the items, but the other one has prices for different items, so they must ask each other questions to get information. After students complete their work sheets, the instructor facilitates a whole-class exercise to make sure all the answers are the same.

Reading

After having students practice requesting and reading prices, the instructor shows the class a store ad from a local newspaper. The instructor models the skill of scanning the ad for prices, particularly sale prices. Then students practice interpreting several more ads in small groups. They write down the prices for items designated by the instructor.

Writing

Depending on the literacy level of the class, a possible supplementary writing exercise would be to have students complete a fill-in-the-blank exercise in which they write "is" or "are" for items. The exercise would include such examples as "How much _____ the shirt?" or "How much _____ the shoes?"

Cultural Focus

The instructor models the customs of bargaining in certain situations (garage sales, second-hand stores) and not bargaining in others (grocery and other retail stores). The instructor checks comprehension of these customs by role-playing the situations, eliciting from the students whether or not the behavior is appropriate in accordance with U.S. customs.

ESL Beginning—High Level

Topic:	School
Objective:	To report a child's absence
Functions:	Report and describe.
Forms:	Past tense statements

To prepare for this lesson, the instructor reviews parts of the body and simple ailments using the present tense of "have."

Listening

The instructor presents a telephone conversation between a parent and staff person at an elementary school in which the parent reports a child's absence. The presentation is through role-playing, a tape, or eliciting from students what should be done and what might be said on the phone. Following the role-playing, taped conversation, or student-generated dialogue, the instructor checks comprehension by asking questions about the situation.

Speaking

The instructor models a sample dialogue between a parent and a school official and then presents additional vocabulary and forms that could be used. The students then practice dialogues in pairs, using the words and phrases previously given. From this practice, they move to developing dialogues based on their own information, working in pairs or small groups.

Reading

The students read and interpret a note written to a school official asking for a son or daughter to be excused because of a previous day's absence. The students read silently and then answer comprehension questions about the note. When the students demonstrate comprehension of the note, the instructor asks the students to underline all the verbs. The instructor points out that the verbs are in the past and then provides practice in past tense forms needed to write similar notes.

Writing

Given a model and new cues, the students write their own letters of excuse. Sitting in groups of four, they then pass their letters clockwise to be edited by their peers. Lower level students in the same classroom may only copy the model rather than write a new letter. Finally, students write their own letters of excuse, using information about their own children.

Cultural Focus

The instructor and students discuss the expectations of local schools regarding excusing children from school. Sometimes a call is preferred; sometimes a note is required. The instructor and students list various ways of treating common ailments in different countries and discuss consequences of each treatment listed if applied in the United States.

ESL Intermediate—Low Level

Topic:	Housing problems
Objective:	To complain about a housing problem
Functions:	Complain; request assistance
Forms:	Present tense, present perfect tense, modal "would," past tense

To introduce the topic, the instructor has students list as many housing problems as they can. The instructor provides any new vocabulary that is needed to express a housing problem better.

Listening

After receiving a grid with interview questions, each student interviews other students to find out what housing problems they have had and what they have done about them. The first column on the grid is for the interview questions. The remaining columns are for students' answers. Spaces for the names of each student interviewed head the columns. The instructor models the interview questions first and provides practice making questions in the present perfect tense. The students write the information they get from the interview on their grids.

Speaking

After the students have completed their interviews, the instructor elicits from volunteers samples of problems students have had. The instructor then elicits language to generate a dialogue between a tenant and an apartment manager about a housing problem. The instructor writes the dialogue on the board and provides oral practice for the students, substituting new language to fit different situations. For example, the message could be made stronger than average if it is the third time the tenant has complained and nothing has been done. The instructor then passes out written sample situations to students, and they practice formulating dialogues of complaint and role-playing them.

Reading

Students read a story about a housing problem in which the manager refuses to do anything about the problem. Then, they propose solutions to the problem, discuss the consequences of each, and reach consensus about which solution is "best."

Writing

Using a model letter of complaint, the instructor facilitates a writing exercise in which the students write letters of complaint to an apartment manager, using different problems. Then, students write their own complaint letters based on real situations.

Cultural Focus

When helping students to generate and role-play dialogues, the instructor encourages discussion of (1) U.S. forms of politeness for complaining (preceding a negative statement with a positive statement or introductory small talk so as not to sound too accusatory); (2) how complaints regarding housing problems are handled in the students' own countries so that students see the differences and similarities; and (3) tenants' legal rights and responsibilities in the United States.

ESL Intermediate—High Level (1)

Topic:	Job interviews
Objective:	To answer questions in a job interview
Functions:	Express understanding, appreciation, certainty, and obligation.
Form:	Complex sentences and present perfect verb tense

Lesson

The instructor introduces students to the vocabulary in this unit and to forms used for questions in the present perfect tense. The instructor writes sample questions, such as the following, on the board:

- "Have you had previous experiences in this field of work?"
- "Have you been in a management position before?"
- "Have you taken a training course?"
- "Have you visited any of our sites?"

The instructor then asks students for input from their own job-related experiences.

Students practice the interview orally in pairs.

Students are asked for input in writing a new generic dialogue on the board, using the language forms for this lesson. The instructor then asks students to create their own interviews and, in pairs, they work on their own dialogues. They role-play their dialogues.

Cultural Focus

The instructor stresses the importance of body language in job interviews and gives examples, such as eye contact, hand shakes, and posture. Students role-play a job interview, using the information from their own questionnaires. The class provides feedback on the effectiveness of the body language in each role-play.

ESL Intermediate—High Level (2)

Topic:	Job interviews
Objective:	To give and get information about qualifications for a job
Functions:	Describe, request information, and express preferences.
Forms:	Past tense, present perfect, modals, infinitives

Listening

The instructor has students listen to a tape of public job announcements or a tape of a job interview and then answer questions about the information they heard. In the process they discuss qualifications for jobs and vocabulary that is commonly used in job interviewing situations.

Speaking

The instructor divides the students into two groups. One group contains the job interviewers and the other, the interviewees. The interviewers study a sample list of job interview questions and select some that they will use to interview other students. The interviewees study a sample ad from a newspaper for a job that they will be interviewed for. They create questions to ask about the job that are not addressed in the ad. Next, students form pairs consisting of an interviewer and an interviewee. The pairs practice their job interviews. The instructor observes the interviews, making notes of teaching points to address after the interviews. The groups exchange roles so that all students have the experiences of interviewing and being interviewed.

Reading

Students scan job ads from the local newspaper for answers to questions prepared by the teacher. The list might include questions about the experience or educational levels required. The students record their answers to these questions, then compare their answers to see whether they agree.

Writing

Students complete a job application form using information in a paragraph describing a fictitious person's background and job experience. After the instructor and students review the completed form, students fill out the same form with their own information as if they were applying for the job.

Cultural Focus

The instructor models appropriate job interview behavior, then elicits from the students appropriate mannerisms and behaviors for a job interview in the United States. These mannerisms and behaviors—eye-to-eye contact and a strong handshake, for example—are then listed on the board. The students discuss similarities and differences between the United States and other countries. During interviews between pairs of students, some students assigned as observers complete a checklist of job interview behaviors. After the interviews, the observers give these checklists to the interviewees.

ESL Advanced—Low Level

Topic:	Biographies
Objective:	To describe past events in someone's life
Functions:	Tell stories.
Forms:	Past tense, present perfect, complex sentences with adverbial and adjectival clauses

Listening

Students listen to a short lecture on the life of a famous person. As they listen, they take notes on a paper divided into sections which represent time periods. The instructor then asks questions which elicit from the students the main events in the famous person's life. As the students answer, the instructor writes in the main events on a time line. Then, the instructor pulls two events from the time line and writes a complex sentence using "before" or "after." ("After he finished college, he went to law school.") Using the model as a guide, the students practice writing sentences with adverbial clauses and then check each other's work.

Reading

Following the listening exercise, the students read a narrative description of another person's life, demonstrating comprehension of the article by filling in a time line based on the reading. In a follow-up exercise, the students may also be asked to identify the transitions used in the narrative or any special verb tenses used to narrate a sequence of events in the past.

Speaking

With a list of interview questions, the instructor presents an interview with a student by asking questions and taking notes on the key events in the student's life. The students then work in pairs interviewing each other, taking notes that they will use later to write short biographies.

Writing

The instructor models the writing of a narrative paragraph, using the answers from an interview. The students then write narrative paragraphs about each other and exchange papers to be edited by their peers. The final step is for the students to write stories about themselves.

Cultural Focus

After writing about their past, students brainstorm their immediate and long-range goals. They discuss the cultural factors that affect their decisions. They might share the information first in small groups, then with the whole group on a volunteer basis. They might also discuss what their futures would have been had they stayed in their own countries and what role cultural factors would have played in their native countries. The group could also discuss the reasons for the things that happened in each of the students' pasts, as explained by cultural customs or values.

ESL Advanced—High Level (1)

Topic:	Library card catalog
Objective:	To use a library card catalog to locate books
Functions:	Intend, want, request others to do something, compare and contrast.
Forms:	Modals used to make requests and to give advice

Lesson

In class students are introduced to vocabulary in context and to grammatical forms (modals: would, could, should) used to request information:

"Would you show me where the 700 section is?"

"Could I borrow a pencil, please?"

"Should I look up the author or the title first?"

The instructor demonstrates polite ways to ask for information in a library. The instructor also introduces students to the Dewey decimal system, distributes sample classification cards, and explains differences and similarities among the cards by author, title, and subject, using an overhead projector. Students are asked to tell what kinds of cards they have and in which subject area their books would be. Students then practice requesting help or information from a reference librarian.

In a field trip to a public library, students meet the reference librarian and review the use of the card catalog. The instructor gives each student a form on which to list the books and their numbers in the subject area that the student has already chosen for a future writing project. The student finds the books by author, title, or subject, requesting help from the reference librarian whenever necessary.

Students fill out the form and check with their teacher regarding completion of the task. They check out their books for use in future lessons.

ESL Advanced—High Level (2)

Topic:	Marriage customs in different countries
Objective:	To recognize differences in marriage customs
Functions:	Compare and contrast; describe.
Forms:	Passive, conditional

Listening and Speaking

The instructor and students brainstorm what questions they would want to ask about marriage customs in a particular country. The instructor records the questions on the chalkboard. The students then ask the instructor about marriage customs in the United States. The students take notes as the instructor answers the questions. On the next day or after a break, the instructor records the questions on a piece of paper and hands copies out to the students. The students may interview each other, taking notes on the marriage customs from another country, or the instructor might have students form groups determined by the countries they are from. In these groups the students become experts on the customs in their countries by answering all the questions generated earlier. They then form heterogeneous groups, each group including representatives from different countries. As each student teaches the other students in the group about his or her customs, the others take notes, clarifying as needed by rephrasing or asking questions.

Reading and Writing

Before the students write paragraphs comparing and contrasting the marriage customs in two different cultures, they read a model essay that compares and contrasts two things. The teacher checks their comprehension of the reading by making a series of comparative statements to which the students can respond "true" or "false." With the model as a guide, the students then write two paragraphs in which they compare and contrast two different cultures' marriage customs. They use their notes from the previous group exercise to write the paragraphs. Before the students turn in their paragraphs, they pass them in a circle to be read by their peers. The students coach each other on any sentences or sections that may need revising or correcting before they turn in their paragraphs.

Cultural Focus

In discussing different marriage customs in the students' native countries, the instructor might ask students to explain how living in the United States has changed some of those customs and what the effects might be on their lives here. Students might share stories of how their customs have changed after living in the United States.

ESL Advanced—High Level (3)

Topic:	Leisure activities
Objective:	To find information about theatrical entertainment, prepare to attend a production, identify theatrical literature by type, and discuss the value of each type.
Functions:	Suggest, solve a problem, evaluate, paraphrase, and summarize.
Forms:	Present subjunctive, sentence types

Lesson

The instructor introduces vocabulary in context and a list of literary forms used in the theater, explaining the differences as determined by the type (drama, comedy, tragedy) and period (modern, Shakespearean, Greek). Then, using an overhead projector, the instructor explains the format of entertainment advertising in a local newspaper. Students are paired for the rest of the lesson. Using clues based on descriptive words that they find in advertisements, the students infer the kind of play each ad is for. The students discuss with each other the inferences and try to identify the kind of literature the play represents and its value. They are encouraged by the instructor to summarize and paraphrase during the discussion.

Students are asked to report their findings by pairs. The teacher and class help if necessary by giving appropriate input or responses. The instructor reviews the simple courtesies of working with others, showing respect by actively listening, and contributing to the group discussion.

Students then take notes from the newspaper ads regarding performance dates and times; prices and ways of paying; and telephone numbers. Students can also practice making telephone calls to ask for the information.

The class chooses one of the theatrical forms of entertainment and prepares for a field trip. The instructor gives the students a form with appropriate questions that will provide a basis for discussion and evaluation after they return.

ESL Testing

This section is divided into:

- *General testing standards,* a presentation of sound principles of second-language testing for adults who are nonnative speakers of English
- *Testing materials,* a list of language tests currently used for placement purposes and for measuring students' achievements in programs for adults
- *Selected references,* an annotated bibliography of books on language testing and a sampling of periodicals about testing

Each of the testing standards recognizes that adult students of English as a second language differ from native speakers of English. Additionally, language tests for ESL and English-as-a-foreign language (EFL) students differ from tests written for native speakers of English, including academic and survival skills achievement tests.

Each program is encouraged to test students at each level at the end of a term to determine whether they are ready for the next level.

In order to assist programs in their testing, the advisory committee recommended that test content be correlated with the *Model Standards* and that recommendations be made for measuring outcomes in the *Model Standards* that do not correlate with existing tests. The committee also recommended that cutoff scores for each proficiency level be established on those tests that correlate with the *Model Standards.* Implementation of these recommendations is now being planned.

General Testing Standards

General Testing Standard 1

Students' proficiency in English as a second language should always be measured by tests that display the characteristics of reliability, validity, and appropriateness for adults who are nonnative speakers of English.

Representative examples for this standard:

- **Reliability:** Reliability refers to the stability of test scores. A stable test is one which will obtain approximately the same results if given on any day of the week; if given to the same group twice using parallel forms; if scored by two or more competent scorers; or if scored on any day of the week.[1]

[1]David P. Harris. *Testing English as a Second Language.* New York: McGraw-Hill Publishing Co., 1969, p. 14.

- **Validity:** The results of a valid test will correlate closely with students' actual abilities in the skills being tested. For instance, a student whose results on a writing test indicate "intermediate—low" will, in fact, be performing generally at an intermediate—low level in writing. Tests that measure the application of basic skills in contexts—comparing prices, for example—measure content knowledge and the language skill used as the medium for the test (listening, reading, speaking, writing).
- **Appropriateness for adults:** Adults have life experiences and understanding of concepts which children do not have; yet, ESL adults lack the English-language skills with which to express the concepts. ESL adults, for example, may not be able to respond correctly to test items about telling time or counting change, even though they are competent in both areas in their primary languages.
- **Appropriateness for nonnative speakers:** Test items must be based on cultural references which ESL adults understand or on background provided in the test materials. For example, an item based on a reading about the civil rights movement is appropriate only if sufficient information is provided in the reading to answer the item. No background knowledge can be assumed. Tests designed to measure the reading levels of native speakers of English often do not give valid measures of the reading proficiencies of nonnative speakers. For example, a medical doctor from China may miss an item on reading a Fahrenheit thermometer even though he or she reads centigrade thermometers competently.

General Testing Standard 2

The interpretation of test scores and reports of test scores are based on the proficiency levels of ESL adults.

Representative example for this standard:

- ESL adults' results must be expressed in terms of ESL levels (ESL beginning literacy through advanced—high) or scale scores. Results presented in these terms provide a more meaningful and useful frame of reference than children's grade levels. Adults whose English-language proficiencies may place them at a beginning level should not be given tests that report results by grade level when, in fact, they can solve problems, handle emergencies, and are generally able to function as fully competent adults in their native languages.

General Testing Standard 3

Tests are used to gain information that directly benefits students.

Representative examples for this standard:

- Test information provided to others can benefit students in the following ways:
  - Appropriate placement in ESL programs (placement tests)
  - Indication of skill areas in which students need help (diagnostic tests)
  - Determination of students' knowledge or experience before introducing a new objective or topic (pretests)

- Progress monitoring (achievement or posttests)
- Determination of readiness to begin another level or program (exit-level tests)
- Skill certification

- Test information provided to the students helps them understand the purpose of a test. If appropriate, students should receive the results and an explanation of the results.

General Testing Standard 4

Students are given more than one opportunity to demonstrate their abilities in more than one of the language skills.

Representative examples for this standard:

- Assessment, either through a battery of tests or through various components within one test, should provide opportunities for students to demonstrate proficiency in each of the major language skill areas: listening, speaking, reading, and writing.
- A makeup test or alternative testing procedure should be available if a student is absent or test results don't correlate with the teacher's expectations.
- Tests should provide opportunities for students to demonstrate proficiency in subskills such as comprehensible oral output and use of correct grammar.
- Students' proficiency levels will not be determined on the basis of a single assessment procedure in only one skill area.

General Standard 5

Students' overall language proficiency is determined by a variety of language assessment measures.

Representative examples for this standard:

- **Applied performance assessment tasks:** Such assessments measure students' abilities to apply communication and life skills in real or simulated situations. Applied performance assessment tasks often integrate the range of language skills, increasing their value as a "whole-language" testing measure.
- **Oral responses to aural cues:** Such assessments measure listening and speaking ability.
- **Written responses to aural cues:** Such assessments measure listening and writing ability.
- **Written responses to written cues:** Such assessments measure reading and writing.
- **Integration of language skills** (listening and writing, for example): Such an approach is both realistic and desirable in language teaching. Testing integrated skills is most appropriate for testing students as they exit a unit because integrated testing measures the application of language skills rather than use of the skills in isolation.

General Testing Standard 6

The content of assessment for ESL adults incorporates everyday, real-life materials and situations.

Representative examples for this standard:

- **Listening proficiency:** To measure this skill, assessment should use real-life conversations, announcements, minireports or lectures, or simple directions. Even at the beginning levels, the speaking pace should be natural, not slow. For beginning classes some materials need to be adapted or prepared; however, the materials need to retain their naturalness and authenticity.
- **Speaking ability:** To measure this skill, assessment should use topics or prompts relevant to students' lives. Scores should take into consideration appropriateness and fluency as well as accuracy. Rating scales should consider the quantity and quality of communication achieved as well as the weight given to accuracy in language usage.
- **Reading proficiency:** To measure this skill, assessment should use authentic materials which are relevant to students' lives, such as articles from the newspaper, written directions, announcements, letters, and memos. The test should include only a few important questions for each authentic material.
- **Writing ability:** To measure this skill, assessment should have students perform authentic tasks. Examples of appropriate tasks are completing a medical form or employment application, writing a note that gives information to or requests information from a landlord or a child's teacher, writing an essay, or describing a process—for example, how to make a favorite recipe. Rating scales should be based on the quantity and quality of communication achievement and the weight given to accuracy.

General Testing Standard 7

In determining English proficiency, tests provide students with an opportunity to apply higher order thinking skills.

Representative examples for this standard:

- **Identifying cause and effect:** Students can apply this skill and similar ones on tests given at the lower levels. For example, students may listen to an aural cue that identifies a cause and circle the picture that represents the effect (Students hear "The man missed his bus." They circle a picture of a man arriving at work late.) They may match pictures that reflect cause and effect. (In one picture, a person holding a lighted cigarette has fallen asleep; in another picture, a house fire is depicted.)
- **Inferring consequences:** Students can apply this skill and similar ones on tests given at the higher levels. For example, students find the main idea in readings about cultural misunderstandings of foreign-born persons shopping in an American city for the first time, identify the misunderstandings, and predict consequences of each.
- **Distinguishing between fact and opinion/detecting bias and discrimination:** Students can apply these skills on tests given at the highest levels. For example, students may listen to a recorded conversation and

identify segments that indicate bias; they may read an editorial and identify elements that are opinion.

General Testing Standard 8

Tests are administered in a consistent way in order to ensure fair and accurate results.

Representative examples for this standard:

- **Consistency in the testing *environment***
  - Appropriate space and tools to perform the tasks required by the test
  - Adequate desktop space
  - Good lighting and ventilation
  - Quiet, no distractions
  - High-quality audiovisual equipment if required for testing
- **Consistency in testing *conditions***
  - Consistently enforced time limits
  - Maintenance of test security
  - Quality (legible and unmarked) of test instruments
  - Properly operating audiovisual equipment
  - Clarity of tapes
- **Consistency of testing *personnel***
  - Explaining purpose of test, lowering students' anxiety levels
  - Reviewing practice items as needed
  - Maintaining an appropriate testing environment, including circulating through testing area and monitoring students for such behaviors as following instructions accurately and marking scannable answer forms properly

General Testing Standard 9

Tests are scored in a standardized way to ensure consistent results.

Representative examples for this standard:

- Objective tests are spot-checked to ensure scoring accuracy, whether they are machine- or hand-scored.
- Training and time are provided for establishing interrater reliability when holistic scoring is used, whether for written or oral tests. For example, a group of teachers scoring writing samples will read the same sample(s), compare their scores, and establish consistency in scores in accordance with specific criteria before scoring the students' tests.

Testing Materials

The following bibliographical data about materials used for testing identifies the skill areas of the tests and contains addresses where some of the tests may be ordered. The tests are categorized by those administered (1) in a group setting for placement of adults in appropriate ESL classes; (2) on a one-to-one basis for placement purposes; and (3) in a group or individual setting for assessment of students' achievements in the specific language skills of reading, listening, and writing.

Group Placement Tests

Basic English Skills Test, Literacy Skills Section (*BEST*) (reading and writing). 1984, 1988, and 1989. Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037. Tel: (202) 429-9292.

Better Edition of Structure Tests—English Language Revised (*BESTEL*) (reading and structure). 1991. Ilyin, Donna. Association of Classroom Teacher Testers, 1136 Clement St., San Francisco, CA 94118. Tel: (415) 387-5779.

Combined English Language Skills Assessment (*CELSA*) (reading and structure). 1992. Ilyin, Donna, and others. Association of Classroom Teacher Testers, 1136 Clement St., San Francisco, CA 94118. Tel: (415) 387-5779.

Comprehensive English Language Tests (*CELT*) (listening, structure, and vocabulary). 1970. Harris, David P., and Leslie A. Palmer. Webster Division, McGraw-Hill Book Co., New York.

Listening Comprehension Test (*LCT*) (listening comprehension). 1973–1986. Upshur, John A., and others. English Language Institute, Division of Testing and Certification, University of Michigan. Test Publications, University of Michigan, 3001 North University Bldg., Ann Arbor, MI 48109-1057. Tel: (313) 747-0456.

Michigan English Placement Test (*MEPT*) (listening comprehension, grammar, vocabulary, and reading). 1972 and 1978. Spaan, Mary, and others. English Language Institute, Division of Testing and Certification, University of Michigan.Test Publications, University of Michigan, 3001 North University Bldg., Ann Arbor, MI 48109-1057. Tel: (313) 747-0456.

Michigan Test of English Language Proficiency (*MTELP*) (grammar, vocabulary, and reading comprehension). 1977. Upshur, John A., and others. English Language Institute, Division of Testing and Certification, University of Michigan. Test Publications, University of Michigan, 3001 North University Bldg., Ann Arbor, MI 48109-1057. Tel: (313) 747-0456.

Secondary Level English Proficiency Test (*SLEP*) (listening and reading). 1980 and 1981. Educational Testing Service. TOEFL Publications (L24), P.O. Box 6161, Princeton, NJ 08541-6161. Tel: (609) 921-9000.

Test of English Placement Level (*TEPL-W*) (structure, reading, and writing). 1985. Rathmel, George. Language Teacher's Center, P.O. Box 98, The Sea Ranch, CA 95497.

Individual Placement Tests

Basic English Skills Test, Oral Skills Section (*BEST*) (oral, some reading, and writing). 1984 and 1989. Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037. Tel: (202) 429-9292.

Speaking Proficiency English Assessment Kit (*SPEAK*) (oral). 1992. Educational Testing Service. TOEFL Publications (L24), P.O. Box 6161, Princeton, NJ 08541-6161. Tel: (609) 921-9000.

Test of English Proficiency Level (*TEPL-O*). 1985. Rathmel, George. Language Teacher's Center, P.O. Box 98, The Sea Ranch, CA 95497.

Instruments for Assessing Students' Achievements

CASAS Life Skills Reading. 1989. Comprehensive Adult Student Assessment System (CASAS), San Diego Community College District Foundation, Inc.

CASAS Listening. 1987. Comprehensive Adult Student Assessment System (CASAS), San Diego Community College District Foundation, Inc.

CASAS Writing. 1991. Comprehensive Adult Student Assessment System (CASAS), Foundation for Educational Achievement.

Further information about the CASAS materials may be obtained by writing to the following address: CASAS, 2725 Congress St., Suite 1-M, San Diego, CA 92110.

Selected References

The following references focus on language testing. Annotations are provided for most of the full-length publications.

Books

Brown, James Dean. *Understanding Research in Second Language Learning*. New York: Cambridge University Press, 1988.

A down-to-earth approach to basic terms of the statistics field; use of tables, charts, and graphs; the appropriate use of research designs; and the logic that underlies the use of statistics.

Heaton, J. B. *Classroom Testing*. New York: Longman, Inc., 1990.

A wide range of examples of test items and types.

Henning, Grant. *A Guide to Language Testing*. New York: Newbury House, 1987.

A must for everyone who plans to write, develop, and/or use language tests in research. Statistical formulas are described in both mathematical and descriptive terms for such topics as measurement scales, data management, item analysis, reliability, validity, latent train measurement and item banks, and evaluation of language instruction programs.

Madsen, Harold S. *Techniques in Testing*. New York: Oxford University Press, 1983.

A simple, easy-to-read book which teaches teachers how to make and evaluate classroom tests. Also supplies an appendix of commercial tests.

Oller, John. *Language Tests at School.* London: Longman Group Ltd., 1979.

An extremely detailed and complete discussion of test types and research behind them. Many examples are provided.

Reviews of English Language Proficiency Tests. Edited by J. Charles Alderson, Karl J. Krahnke, and Charles W. Stansfield. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1987.

A collection of descriptive and evaluative information on the major tests of English as a second language and English as a foreign language in current use throughout the world. Program developers and teachers will find this book an excellent source of information on published tests.

Shohamy, Elana. *A Practical Handbook in Language Testing for the Second Language Teacher.* Tel Aviv, Israel: Tel Aviv University, 1985.

Periodicals

Language Testing. Edited by Don Porter and Jack Upshur. Published in June and December of each year by Edward Arnold (publishers), Kent, U.K. For subscriptions, contact Cambridge University Press, 40 West 20th St., New York, NY 10011.

Language Testing Notes. Edited by Christine Klein-Braley and John de Jong. Free copies of this newsletter are available by contacting John H.A.L. de Jong, p/a Cito, P.O. Box 1034, 6801 HG Arnhem, Netherlands.

Language Testing Update. Edited by J. Charles Alderson, Pauline H. Rea, and Dianne Wall. Institute for English Language Education, University of Lancaster, Lancaster, LA1, 4YT, United Kingdom.

Appendix A

Levels of Language Proficiency

Proficiency	ESL Beginning Literacy	ESL Beginning	
		Low	High
General	Possess limited or no oral proficiency in English. Cannot read or write in English. May not read or write in primary language.	Unable to function unassisted.	Possess limited functioning related to immediate needs.
Work	Unable to function unassisted in any situation requiring reading or writing in English.	Can handle routine tasks that are easily demonstrated.	Can handle routine tasks that involve basic oral communication skills.
Listening	Unable to understand conversation in English.	Can comprehend isolated words and phrases.	Can comprehend range of high-frequency words used in context.
Speaking	Depend on gestures or primary language to communicate.	Depend on gestures, a few English words, and primary language to communicate.	Communicate survival needs using learned phrases and sentences.
Reading	Unable to read English.	Recognize letters and numbers.	Get limited meaning from print with successive rereading and checking.
Writing	Unable to write any English other than own names and addresses.	May be able to write own names and addresses.	Copy words and phrases and write sentences based on previously learned materials.
Comprehensibility To English speakers used to dealing with nonnative speakers To English speakers not used to dealing with nonnative speakers	Unable to make selves understood.	Not able to make selves understood.	Make basic needs understood when context supports interaction.

ESL Intermediate		ESL Advanced		
Low	High	Low	High	Program Exit
Function satisfactorily in basic survival situations related to needs.	Function independently in most familiar situations.	Function effectively in familiar and unfamiliar social situations.	Meet routine social and work demands with confidence.	Meet social, academic, and vocational demands with confidence and success.
Can handle entry-level jobs that involve limited oral communication and in which tasks can be clarified orally or through demonstration.	Can handle tasks that involve oral communication skills on both a nontechnical and technical level Can follow written directions and use materials if simplified or clarified orally.	Handle situations that involve oral communication among fellow employees and with the public. Interpret technical written materials with clarification or assistance.	Meet most work demands with confidence. Interact effectively with the public. Follow written instructions in technical work manuals.	Mainstream into classes designed for native speakers of English.
Can comprehend conversation containing some unfamiliar words in familiar contexts.	Can comprehend conversations containing some unfamiliar vocabulary. Clarify meaning.	Can comprehend conversations on unfamiliar topics and essential points of discussion in speech on topics in special fields of interest.	Can comprehend abstract topics in familiar contexts and descriptions and narrations of factual material.	Can comprehend narration of factual materials. Can comprehend abstract topics in familiar contexts. Can understand conversations, discussions, and speeches on topics related to field of interest.
Participate in basic conversations in routine social situations.	Participate in face-to-face conversations on topics beyond survival needs.	Participate in extended conversation on a variety of topics.	Participate in casual and extended conversation and in conversation on technical subjects with hesitancy. Discuss new and unfamiliar topics with hesitancy.	Participate in casual, formal, and extended conversation on practical and academic topics.
Can read simplified material on familiar subjects and sometimes authentic materials dealing with everyday matters.	Can read materials on familiar subjects. Can read authentic materials with limited success.	Can read authentic materials on everyday subjects and nontechnical prose. Can read technical materials with difficulty.	Can read authentic materials on familiar subjects and nontechnical prose.	Can read standard materials such as newspapers and correspondence; technical materials in field of interest; authentic materials; and nontechnical prose on most subjects.
Can write short messages and notes within the scope of their limited language experience.	Can perform basic writing tasks in familiar contexts.	Can produce routine correspondence and paragraphs about previously discussed topics.	Can produce descriptions, essays, and summaries.	Can respond to questions on forms and applications and write simple discourse of several paragraphs.
Make needs understood.				
Have difficulty making needs understood.	Make selves understood with some effort.	Make selves understood both orally and in writing.	Make selves understood.	Make selves understood by general public in both oral and written forms.

Appendix B

General Nature of Instruction by ESL Proficiency Level

ESL Proficiency Level	*Accuracy*
Beginning Literacy	Emphasis is on developing students' ability to recognize and form letters and to interpret and write words within the context of listening and understanding messages in their new language. At this level there is no focus on accuracy.
Beginning—Low	Emphasis is on developing students' ability to listen to and understand messages. There is little emphasis on accuracy.
Beginning—High	Fluency and communication begin to be emphasized. The instructor begins to assist students in correcting their own errors.
Intermediate—Low	Emphasis is on fluency and communication. The instructor encourages students to check themselves when they use basic grammatical structures.
Intermediate—High	Emphasis is on fluency and communication. The instructor teaches students the skills of self-monitoring in the context of situations which require the use of English for communication.
Advanced—Low	Emphasis is on fluency and communication. Students demonstrate skills of self-monitoring in the use of basic grammatical structures.
Advanced—High	Emphasis is on fluency and communication. Students self-monitor in formal and informal situations which require communication, and errors seldom inhibit communication.

ESL Proficiency Level	*Culture*
Beginning Literacy	Nonverbal social customs are taught by giving examples; cultural aspects are taught by modeling.
Beginning—Low	Nonverbal behavior and cross-cultural communication are taught implicitly through demonstration and interaction.
Beginning—High	Social customs are taught explicitly by modeling positive and negative examples and through controlled practice such as role-playing.
Intermediate—Low	Rules of etiquette are taught explicitly by contrasting customs in different cultures.
Intermediate—High	Topics such as taboos and politics are taught explicitly by contrasting different cultures.
Advanced—Low	Values and thinking patterns are taught implicitly through exposure to cultural references and expressions and explicitly through analyzing writings.
Advanced—High	Culture-bound allusions and culture-related humor are taught explicitly; appropriate cultural behavior is developed implicitly through activities that contrast the same behavior in different cultures.

Appendix C

Language Skill Objectives by ESL Proficiency Level

Listening

ESL Beginning Literacy

- Demonstrate understanding of simple words, phrases, and questions drawn from familiar material such as personal information or the immediate physical setting.
- Demonstrate understanding of high-frequency commands and expressions of courtesy.

ESL Beginning

Low	High
• Demonstrate comprehension of simple words in context of common, everyday situations. • Demonstrate comprehension of basic commands through physical action. • Demonstrate understanding of simple face-to-face conversations using previously learned material. • Demonstrate strategies to check for understanding—clarifying by attempting to reproduce what has been heard, for example. • Respond appropriately to short emergency warnings.	• Demonstrate understanding of simple words and phrases drawn from learned topics. • Identify the main topic of conversation in familiar material. • Demonstrate understanding of non–face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements. • Recognize words that signal differences between present, past, and future events. • Respond appropriately to short emergency warnings.

ESL Intermediate

Low	High
• Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary. • Recognize basic constructions, such as subject-verb agreement ("He work" versus "He works"). • Demonstrate understanding of telephone conversations on familiar material in familiar contexts.	• Identify main ideas and most supporting detail in factual material relating to everyday topics. • Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message. • Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts. • Demonstrate understanding of everyday conversation with some repetition or slower speech.

Listening (continued)

ESL Advanced	
Low	**High**
• Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate; some repetition will be required. • Demonstrate understanding of abstract topics in familiar contexts. • Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature. • Demonstrate understanding of new vocabulary in context through guessing strategies.	• Demonstrate understanding of conversation in encounters with native speakers without much repetition or rewording. • Demonstrate understanding of descriptions and narrations of factual and technical material.

Speaking

ESL Beginning Literacy

- Express basic needs with simple words or phrases drawn from learned material.
- Repeat words and phrases for clarification and to improve pronunciation.
- Answer simple questions with "yes," "no," or one-word responses.

ESL Beginning

Low	High
• Make statements related to basic needs using previously learned words and phrases. • Answer simple questions with "yes," "no," one word, or short-phrase responses. • Ask simple questions.	• Answer simple questions related to basic needs using previously learned phrases or simple sentences. • Make statements in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences. • Ask questions related to basic needs using previously learned utterances. • Communicate simple personal information on the telephone.

ESL Intermediate

Low	High
• Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, apologizing). • Ask and answer questions in simple present, past, and future tenses on familiar topics. • Participate in simple telephone conversations. • Describe a sequence of events in the past on a topic related to personal life.	• Participate in face-to-face conversation on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places. • Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, errors will be common. • Adjust language forms to level of formality required to fulfill basic courtesy functions in face-to-face conversations. • Clarify utterances by rewording or repeating in order to be understood by the general public. • Communicate on the telephone on familiar subjects with clarification.

Speaking (continued)

ESL Advanced	
Low	**High**
• Ask and answer questions fluently with minimal errors in the present, past, and future tenses. • Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures—perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication. • Clarify meaning through strategies such as paraphrasing when misunderstanding occurs. • Adjust language used according to the level of formality required by the social situation in face-to-face conversations.	• Speak fluently in most formal and informal conversations on practical and social topics, except when under tension or pressure. • Speak with some fluency on technical subjects or on special fields of interest related to academic pursuits or work demands. • Demonstrate control of grammatical patterns—including perfect tenses, passive constructions, complex sentences, and the conditional tense—although hesitancy may occur when students grope for grammatical accuracy or appropriate vocabulary.

ESL Beginning Literacy

- Discriminate between shapes and letters and both upper- and lowercase letters.
- Demonstrate eye movement from top to bottom and left to right.
- Discriminate among numerals.
- Relate phonological sounds to letters.
- Recognize signs with one word or symbol—restroom signs, for example.

ESL Beginning	
Low	**High**
• Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence). • Recognize basic sight words. • Interpret sentences using vocabulary and structures previously learned orally.	• Interpret isolated words and phrases in familiar contexts (traffic signs, store ads, fast food menus). • Interpret terms on simplified forms (personal identification, school registration, checks, change of address). • Scan for numerical information—the time a store opens, for example—and other specific information in simple life-skill materials related to immediate needs (ads, schedules, signs, forms). • Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts. • Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns. • Identify the sequence of a simple narrative passage.

ESL Intermediate	
Low	**High**
• Interpret simplified short narrative and descriptive passages on familiar topics. • Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.	• Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices). • Identify the main idea of a paragraph on a familiar topic. • Guess the meaning of unfamiliar vocabulary and phrases from context.

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ESL Intermediate (continued)	
Low	**High**
• Scan for specific information in simple life-skill materials (ads, schedules, signs, and forms) related to immediate needs. • Predict meanings of unfamiliar vocabulary in material rich in contextual clues. • Interpret newspaper headlines on familiar topics. • Interpret abbreviations for words previously learned in context of specific topics—employment or housing, for example.	• Find information that requires drawing from different sections of a reading passage. • Draw meaning from passages by using syntactic clues, such as pronoun references. • Identify relationships within a passage by using syntactic clues, such as transitional words—"therefore," for example.

ESL Advanced	
Low	**High**
• Interpret both authentic and edited materials, such as prose fiction, on familiar subjects. • Identify main ideas and supporting details or examples from familiar material. • Guess meaning from context by analyzing words' prefixes and suffixes. • Make inferences. • Summarize reading passages.	• Read authentic printed material and prose on familiar topics. • Read short stories and other recreational literature. • Interpret main ideas and key points from technical material in students' own fields of interest. • Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information. • Use syntactic clues to interpret meaning of complex sentences or new vocabulary. • Analyze an author's point of view by making inferences. • React personally to reading materials by making judgments or prioritizing values, for example.

Writing

ESL Beginning Literacy

- Trace shapes and letters, following guide arrows or other directions.
- Copy letters of the alphabet and numerals.
- Copy basic information about personal identification (name, phone number, address) on a form.
- Copy from a chalkboard a list of words previously produced orally.

ESL Beginning

Low	High
• Print the letters of the alphabet legibly. • Write numerals. • Write a list—a shopping list or an invitation list, for example—from material read or heard. • Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials. • Fill out simple forms which require biographical/personal information. • Write simple sentences based on previously learned vocabulary and structures.	• Copy materials that are personally meaningful (recipes, directions, stories generated during language-experience activities). • Write lists—grocery or laundry items, for example. • Write simple sentences based on personal experiences or familiar material. • Write a simple telephone message or note—a note to a child's teacher, perhaps. • Write a series of related sentences based on personal experiences or familiar material.

ESL Intermediate

Low	High
• Take notes on familiar material transmitted orally. • Write related sentences to form paragraphs on a topic. • Write telephone messages. • Write short thank-you notes. • Complete simple forms (medical history, job application, banking).	• Write short paragraphs describing daily activities or past events, using chronological order. • Write personal letters. • Fill out authentic job applications and medical history forms.

Writing (continued)

ESL Advanced	
Low	**High**
• Expand and combine simple sentences by adding modifying words, clauses, and phrases. • Write and punctuate complex sentences. • Write descriptive and narrative paragraphs, using correct punctuation. • Complete forms, such as accident reports or applications for drivers' licenses. • Use transition words within and between paragraphs. • Take simple notes from public announcements, short lectures, and real interviews.	• Punctuate paragraphs, making only minor errors. • Write paragraphs on familiar topics using the techniques of comparison/contrast, cause/effect, generalization/example, and exposition. • Take notes from lectures. • Write simple outlines from reading passages or lectures. • Write short summaries of reading passages. • Write letters to accompany job applications and letters of complaint.

Language Functions by ESL Proficiency Level

ESL Proficiency Level	Factual/Informational	Social/Interpersonal	Sussive
Beginning Literacy	• Identify. • Demonstrate.	• Greet. • Show gratitude. • Express state of being.	• Caution.
Beginning—Low	• Command. • Agree/disagree. • Tell.	• Introduce. • Express satisfaction/ dissatisfaction. • Take leave.	• Request.
Beginning—High	• Ask for information. • Describe. • Express necessity. • Ask permission. • Agree/disagree.	• Compliment. • Express preference. • Express wants, desires.	• Direct. • Invite.
Intermediate—Low	• Express obligation. • Explain. • Indicate certainty. • Express ability/inability.	• Apologize. • Make excuse. • Express worry, disappointment. • Give/get permission. • Make offers.	• Suggest. • Advise.
Intermediate—High	• Compare/contrast. • Express possibility/ probability. • Offer to do something.	• Express sympathy. • Express hope. • Express regret.	• Recommend. • Solve problems. • Instruct.
Advanced—Low	• Illustrate. • Allow. • Conclude. • Infer.	• Approve/disapprove. • Express indifference. • Express intentions.	• Predict consequences. • Persuade.
Advanced—High	• Analyze. • Evaluate. • Paraphrase. • Summarize.	• Express values. • Express judgment.	• Compromise. • Negotiate. • Bargain.

Appendix E

Language Forms by ESL Proficiency Level

Sentence Types

ESL Beginning Literacy

- Students will respond to simple commands:
  - *Open, close, stand, sit.*

ESL Beginning	
Low	**High**
• Simple statements: - Affirmative and negative • "Yes," "no," "or," and "wh_____" questions and answers • Compound sentences with "and" and "but"	• Compound sentences with "and . . . too," "and . . . either," and "or": - I like this *and Maria does, too.* - I don't speak Chinese, *and Maria doesn't either.* - Do you want to study English, *or* do you want to study math?

ESL Intermediate	
Low	**High**
• Adverbial clauses of time: "when," "before," "after" - I'll call you *when* he comes. • Adverbial clauses of reason: "because" - I was absent *because* my child was sick. • Direct speech: - *He said, "It's time to pay the rent."* • Exclamatory sentences: - *What a beautiful day!*	• Adjectival clauses: - The person *who made the announcement* was the manager. - The book, *which is on top,* is mine. • Indirect speech: - *He said he was going.* • Embedded questions: - *Do you know* what time it is?

Sentence Types (continued)

ESL Advanced	
Low	**High**
• Conjunctive adverbs: "therefore," "however," "consequently" - She's a good employee; *therefore,* she got a raise. • Adverbial clauses of concession: "unless," "although" - You can't take the test *unless* you come on time. - *Although* you came late, you can still take the test.	• Present subjunctive: - It's *important that* he come on time. - I *wish* I were home. • Noun clauses: - *What the weatherperson predicts* is not always correct. • Tag questions: - We teach these, *don't we?*

ESL Beginning Literacy

- Students will respond to simple questions in the present tense:
  - *What's your name?*
  - *Where are you from?*

ESL Beginning

Low

- Simple present:
  - He *studies* every day.
- Simple past:
  - He *studied* yesterday.
- Present continuous:
  - He *is studying* now.
- Future: going to
  - He's *going to study* tomorrow.
- Modal: can
  - He *can study* this evening.

High

- Future: will
  - *I will call you tonight.*
- Modals: "have to," "could" (as past of can), "should," "must," "may," and "would"
  - I *have to* study.
  - I *could not* come to school yesterday.
  - You *should* see the doctor.
  - I *must* get a driver's license.
  - You *may* stay up late.
  - *Would* you open the window?
- Verbs followed by infinitives:
  - He *wants to dance.*
  - He *likes to read.*

ESL Intermediate

Low

- Used to:
  - I *used to* live in Mexico.
- Modals: "might," "must"
  - It *might* rain.
  - You *must* be tired.
- Past continuous:
  - I *was taking* a shower *when* he called.
- Present perfect:
  - I *have lived* in the U.S. for two years.
- Present perfect continuous:
  - I *have been studying* English *since* last year.
- Future conditional:
  - If *I get a job,* I'll take *night classes.*
- Verbs followed by gerunds:
  - He *enjoys dancing.*
  - He *likes swimming.*

High

- Past perfect:
  - He *had worked there* for ten years when he got a promotion.
- Past perfect continuous:
  - She *had been crying* when her mother found her.
- Conditional contrary-to-fact:
  - *If I were rich,* I would buy a house.
- Passive simple present:
  - The mail *is delivered* every afternoon.

Verb Tenses *(continued)*

ESL Advanced	
Low	**High**

- Modals in past forms: "should have," "could have," "would have," "might have," "must have"
  - I *should have* gone to the doctor sooner.
  - She *could have* won the contest.
  - I *would have* followed her advice.
  - He *might have* been sick.
  - You *must have* missed the news.
- Causative verb forms:
  - I *had* my car fixed.
- Past conditional:
  - I *would have arrived* at the doctor's office sooner if my car hadn't broken down.
- Passive simple past:
  - The mail *was delivered* late yesterday.
- Passive future:
  - The mail *will not be delivered* on Sunday.
- Future perfect:
  - We *will have eaten* dinner by the time you get here.
- Future perfect continuous:
  - We *will have been working* for several hours by the time he starts.
- Continuous conditional:
  - Present: *If* you're looking for the want ads, I put them in the recycling bin.
  - Future: *If you're going to clean the house, I'm leaving!*
  - Present perfect: *If he has been working as hard as he says he has, he should be finished by now.*
  - Past perfect: If *he had* been doing his homework every night, he wouldn't be having trouble with the past perfect conditional.

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-1013-0	Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission, 1991: English as a Second Language and Foreign Language (1991)	$4.50
0-8011-0973-6	The American Indian: Yesterday, Today, and Tomorrow (1991)	5.00
0-8011-1012-2	Attendance Accounting and Reporting in California Public Schools (1991)	4.25
0-8011-0197-2	Basic Principles for the Education of Language-Minority Students: An Overview (1983)	2.25
0-8011-0890-x	Bilingual Education Handbook: A Handbook for Designing Instruction for LEP Students (1990)	4.25
0-8011-0273-1	California Adult Education Handbook (1986)	3.75
0-8011-0972-8	California Assessment Program: A Sampler of Mathematics Assessment (1991)	4.00
0-8011-0912-4	California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991–1994 (1991)	13.00
0-8011-0975-2	California Private School Directory, 1991-92 (1991)	14.00
0-8011-1023-8	California Public School Directory (1992)	14.00
0-8011-1017-3	California State Plan for the Child Care and Development Services Funded Under Federal Block Grant (1991)	4.75
0-8011-1036-x	California Strategic Plan for Parental Involvement in Education (1992)	5.00
0-8011-0874-8	The Changing History–Social Science Curriculum: A Booklet for Parents (1990)	5.00/10*
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0-8011-0928-0	The Changing Language Arts Curriculum: A Booklet for Parents (Spanish Edition) (1991)	5.00/10*
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0-8011-0891-8	The Changing Mathematics Curriculum: A Booklet for Parents (Spanish Edition) (1991)	5.00/10*
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